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ABSTRACT

This resource file contains information for Utah secondary school teachers to help their level 9 students meet the state's instructional objectives in the social studies. This particular student level emphasizes world geography and general social studies. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, geographic skills, communication skills, legal responsibilities, general social studies, and personal economics. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include describing territorial changes as a result of resolving conflict (psychology) and suggesting effective parental responses to children who are having problems (communication skills). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

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A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

LEVEL 9

WORLD GEOGRAPHY AND GENERAL SOCIAL STUDIES

Utah State Office of Education

BEST COPY AVAILABLE

The students will describe territorial changes as a result of resolving conflict. (413)

Secondary Social Studies
TITLE: Conflict/Resolution

TOPIC: World Geography
TIME SEGMENT: 2 class periods

309-101 (413)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe territorial changes as a result of resolving conflict.

MATERIALS:

Student Activity Sheet
Historical Atlases of Europe
World History Texts
Encyclopedias
Three outline maps of Europe (included)

EVALUATION:

Completion of the Student Activity Sheet and the maps to the satisfaction of the teacher.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Integrate this activity into a unit on conflict resolution.

2. Duplicate sufficient copies of each of the maps and Student Activity Sheets for those that will be involved in the activity.

3. Determine and set time limits, and other management requirements for successful completion of the activities.

Skills:

309-852
309-853
309-875

Evaluation and Comments on Activity:

Students: ____________________

____

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Teacher: ____________________

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Secondary Social Studies TITLE: Conflict/Resolution	TOPIC: World Geography	Student Activity Sheet Page 1	309-101 (413) D

To the student:

1. Complete outline map # 1, Europe in 1914.
   a. Show the boundries of the nations of Europe.
   b. Label each of the nations.
   c. Set map #1 aside and go to question 2. (You will use the map again.)

2. List what are believed to be the major causes of World War I.

3. Circle the causes that had to do with problems of territory.

4. Label on map # 1, using the word Allied, the countries that were the Allied Powers.

5. Label also on map # 1, using the word Central, all the countries that belonged to the Central Powers.

6. Which side won the war?

7. Complete map # 2, Europe after World War I.

8. List the countries that lost territory.

9. List the countries that gained territory.

10. List new countries.

11. What happened to the boundries of the United Kingdom during World War I. Why?

12. List some of the major causes of World War II in Europe.

13. Which of the causes had to do with territory?

14. Label on map # 2, using the word Allied, the countries that were the Allied Powers in Europe.

15. Label also on map # 2, using the word Axis, the countries that belonged to the Axis powers.

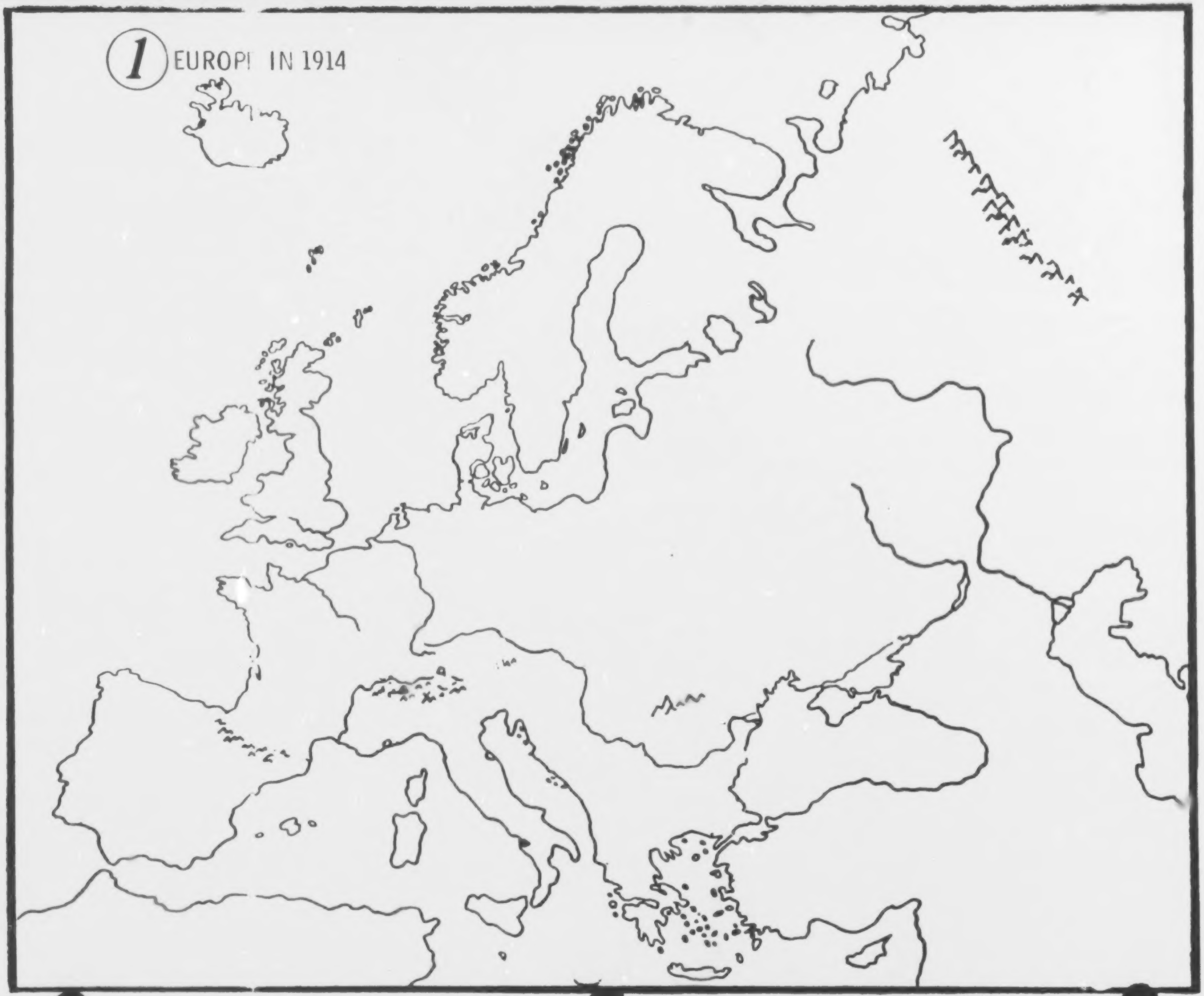
16. On which side was the United States?

17. Who won the war.

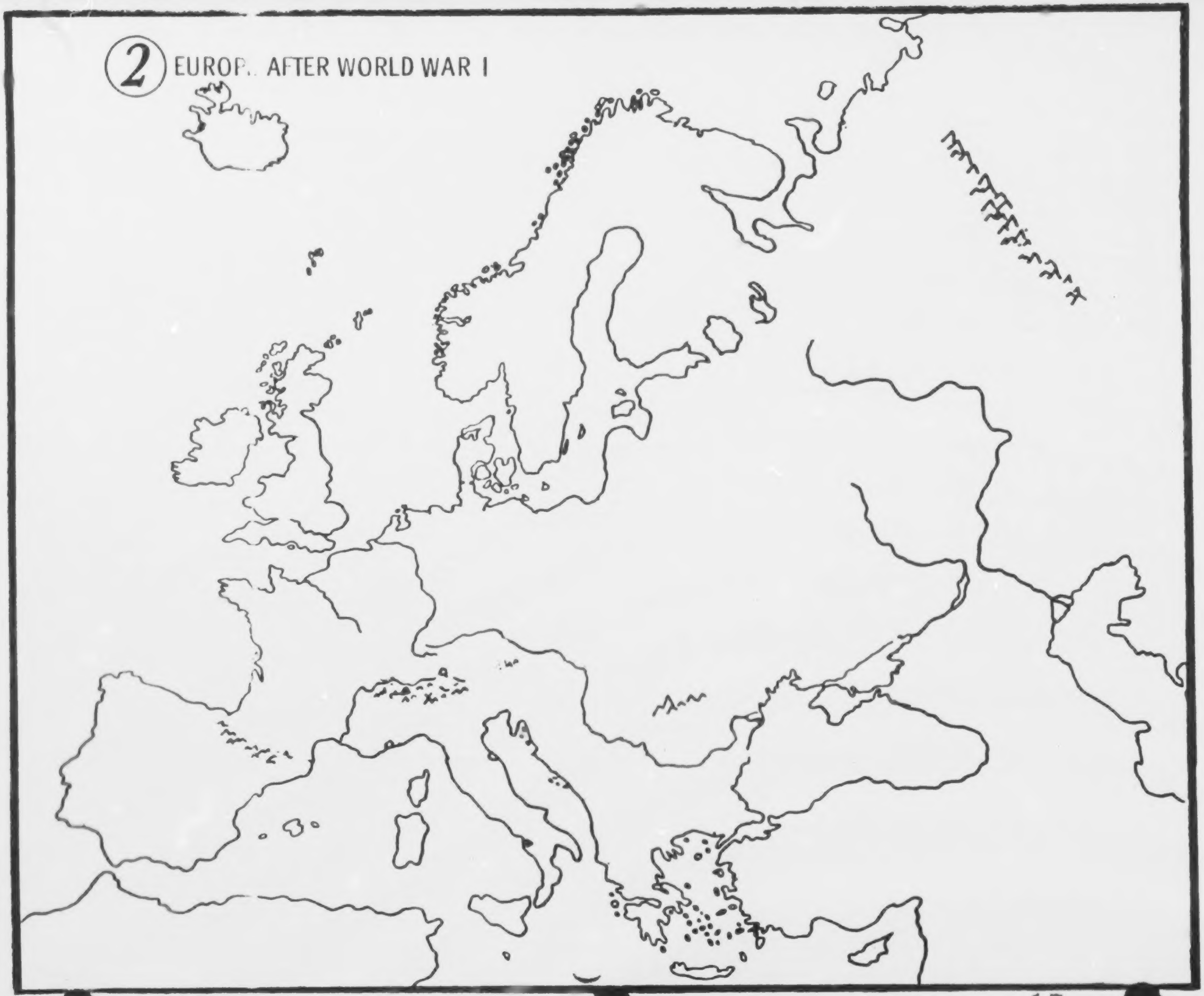
18. On map # 3, show Europe after World War II.
    a. Show the boundaries of the nations after the war.
    b. Label each of the nations.

19. Make a chart showing the countries that gained territory and those that lost territory.

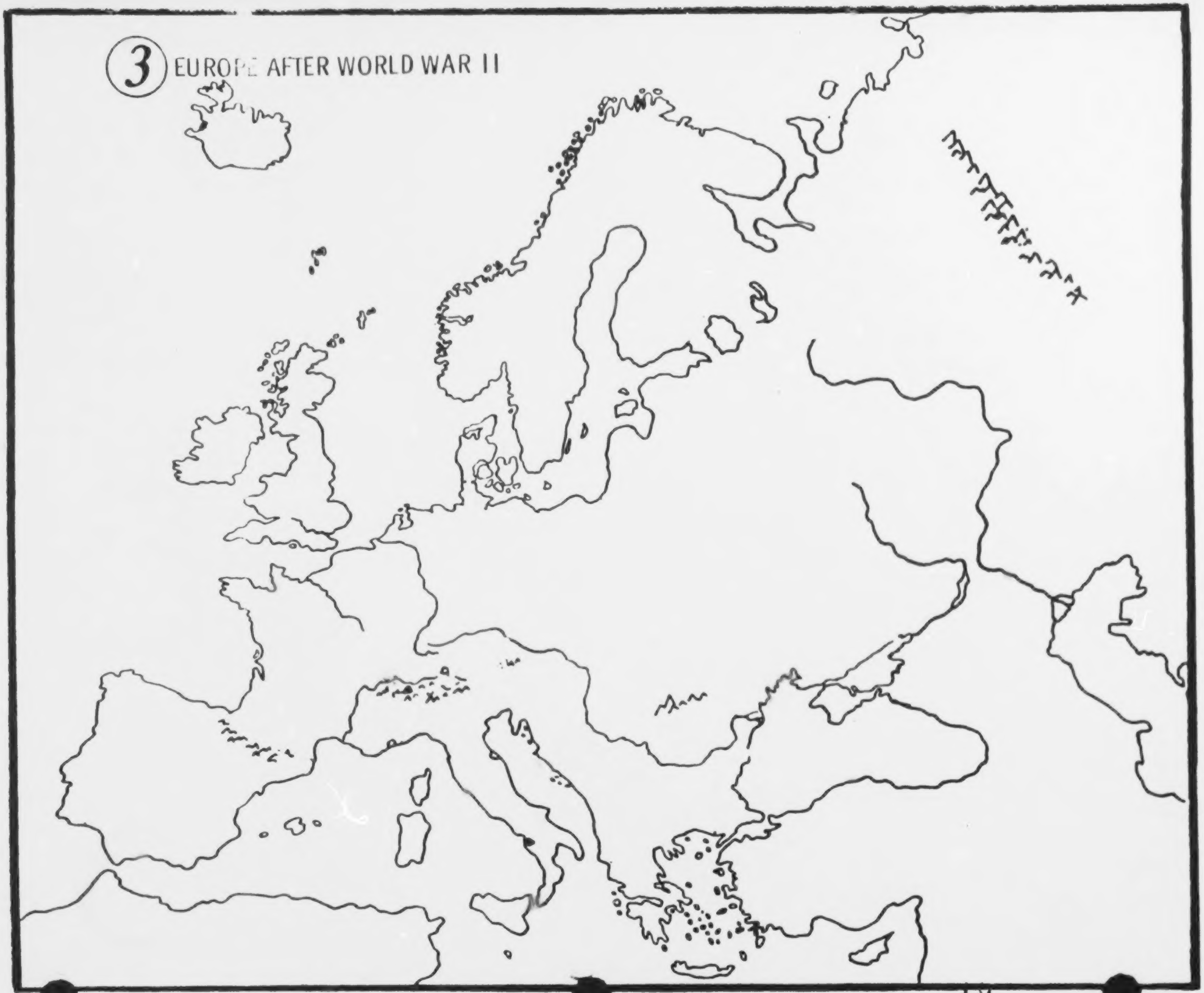
20. From the information you have gathered, how successful do you think changing territorial boundaries has been in resolving conflicts? Explain your answer.



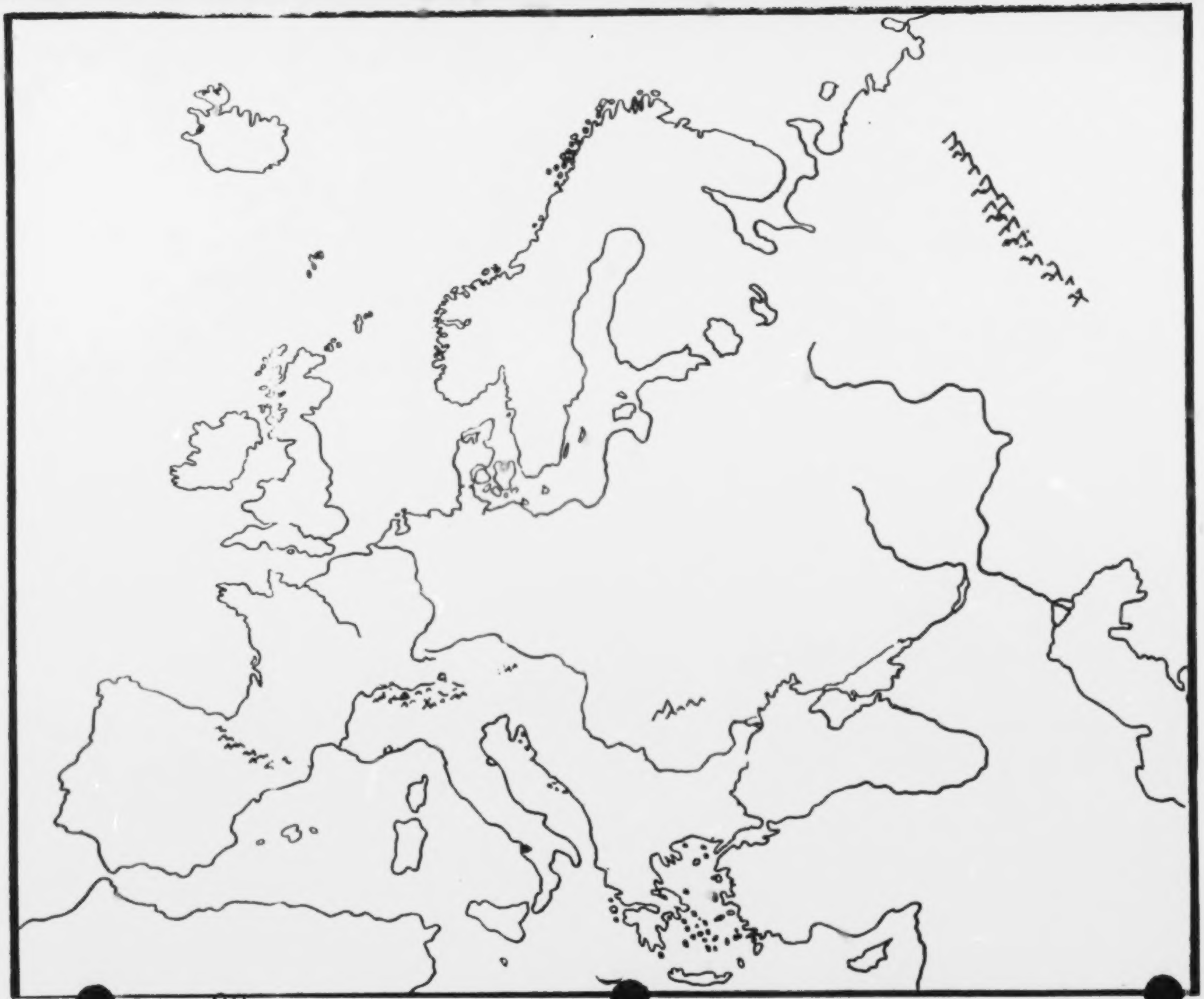
① EUROPE IN 1914



② EUROPE AFTER WORLD WAR I



③ EUROPE AFTER WORLD WAR II



Secondary Social Studies TITLE: Conflict/Resolution	TOPIC: World Geography	Student Activity Sheet ANSWER KEY page 1	309-101 (413) D

1. Use an historical atlas or map in a text to check accuracy of map work.

2. Answers may vary some from the following.
   a. Nationalism
   b. Military alliances
   c. Competion for colonies
   d. Secret diplomacy
   e. Assination of the Austrian Arch Ruler

3. All of the above were directly or indirectly related to the question of territory.

4. The allied powers were the following:
   Belgium
   British Empire (Great Britain)
   France
   Greece
   Italy
   Montenegro
   Portugal
   Romania
   Russia
   San Marino
   Serbia

5. The Central Powers were the following:
   Austria-Hungary
   Bulgaria
   Germany
   Ottoman Empire

6. The Allied Powers won the war.

7. Use an historical atlas or map in a text, etc. to check accuracy of map work.

8. Countries that lost territory were:
   Austria-Hungary
   Germany
   Russia
   Bulgaria
   Montenegro
   Ottoman Empire

9. Countries that gained territory were:
Romania
Greece
Italy

10. Czechoslovakia
Poland
Yugoslavia

11. The boundaries of the United Kingdom were reduced because Ireland, with the exception of the northern counties (Ulster) became independent.

12. Some of the major causes of World War II were:
   a. Problems with the Versailles Treaty
   b. Failure of the League of Nations
   c. Failure of attempts to disarm
   d. Economic problems
   e. Nationalism

13. The issue of nationalism involved the question of territory.

14. The Allied Powers were:
Belgium
Czechoslovakia
France
Great Britain
Greece
Luxembourg
Netherlands
Norway
Poland
Russia
San Marino
Turkey
Yugoslavia

15. The Axis Powers were:
    Albania
    Bulgaria
    Germany
    Hungary
    Italy
    Romania

16. The United States was an Allied Power.

17. The Allied Powers won.

18. Use an historical atlas or a map in a text to check accuracy of map work.

19. A. The following countries lost territory:
    Germany
    Italy
    Poland
    Romania

    B. The following countries gained territory:
    Russia
    France
    Bulgaria
    Yugoslavia
    Poland (Lost territory to Russia, gained territory from Germany.)

20. Answers will vary.

The students will identify the various ways people resolve conflicts. (413) (P, V)

Secondary Social Studies
TITLE: Resolving Conflict

TOPIC: Psychology
TIME SEGMENT: 20 minutes to 60 minutes

309-102 (413)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the various ways people resolve conflicts.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbooks, resource books from the media center

EVALUATION:

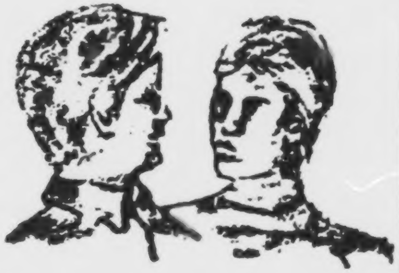
Students will identify at least five ways of resolving conflicts and give examples from history or their own example from experience of each.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:



1. A background should be established through reading and/or class discussions concerning conflict and its resolution.

2. The Student Information Sheet will provide the students with information necessary to do the Student Activity Sheet.

3. Duplicate enough information and activity sheets for the class.

4. Assign students to read the information sheet and do the activity sheet putting completed papers in the place designated.

Skills:

309-853

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: Resolving Conflict	TOPIC: Psychology	Student Information Sheet	309-102 (413) D

Conflict is defined as clashing or sharp disagreement between ideas, interests, or purposes. Wherever people are living together in groups, there will be conflict. People's ideas and interests are different; therefore, conflict is difficult to avoid.

The story of past civilization is a story of conflict among groups of people. History helps us see the many ways that are available for people to resolve those conflicts.

Many times conflict is solved by going to war with victory for one side and defeat for the other. There are also peaceful ways of settling conflicts. Debate or argumentation gives both sides an equal opportunity to present their case. Negotiation between two conflicting parties can often solve problems by reaching a compromise. Sometimes it is necessary for two parties to work with a third person as a mediator to help resolve a conflict. This is known as mediation.

Some people attempt to resolve conflicts by avoiding them. This may give a temporary feeling of protection from the conflict, but it does not solve the problem at all. We have to learn to face our problems and deal with them rather than try to escape from them.

In our democratic society, we have the opportunity of voting to resolve social or political conflicts that arise. The public studies the views of opposing candidates who present conflicting ideas for solving a problem. On the basis of the information gained, the public then resolves the conflict by voting for the candidate whom they think can do the best job.

Secondary Social Studies TITLE: Resolving Conflict	TOPIC: Psychology	Student Activity Sheet	309-102 (413) D

To the student:

Read the Student Information Sheet. Answer the questions below, then place your completed paper in the place designated by your teacher.

1. What is conflict?

2. List at least five ways of resolving conflicts.

3. For each of the ways listed above, think of an example from history or from your own experience of how someone has used that way of resolving a conflict.

The students will define the meaning of culture. (408)
(I, V)

Secondary Social Studies
TITLE: The Meaning of Culture

TOPIC: Anthropology
TIME SEGMENT: 8 minutes

309-201 (408)

D

INSTRUCTIONAL OBJECTIVE:

The students will define the meaning of culture.

MATERIALS:

Student Activity Sheet
(Master included)
Dictionaries

EVALUATION:

The students will define the meaning of culture to the satisfaction of the teacher.

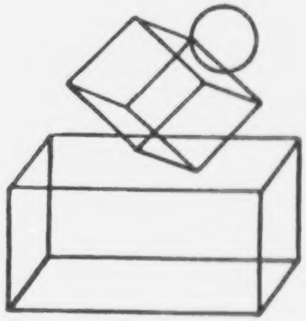
ADAPTATIONS:

The teacher shall feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the class.



Skills:

309-875
309-876

Evaluation and Comments on Activity:

Students: ____

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Teacher: ____

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Secondary Social Studies TITLE: The Meaning of Culture	TOPIC: Anthropology	309-201 (408) D

To the student:

1. The word "culture" has many definitions. One of these definitions deals with mankind and how people live and interact with one another.

2. Find the word "culture" in at least two dictionaries. Find the definitions that deal with mankind. The definitions will be similar but not exactly alike. Think through the definitions. Using them, come up with a definition that you like. Your definition may be one or the other, or a combination of the two.

3. On a separate piece of paper write your definition of culture.

4. Put your paper in the place designated by your teacher.

The students will identify beliefs, values, skills, and traditions as an integral part of a culture. (408) (I, V)

Secondary Social Studies TITLE: Cultural Traits	TOPIC: Anthropology TIME SEGMENT: 1 class period	309-202 (408) D

INSTRUCTIONAL OBJECTIVE:

The student will compare cultural traits of his or her culture with those of another culture.

MATERIALS:

Student Activity Sheet (Master included)
Reference materials

EVALUATION:

The students shall complete the activity sheet to the teacher's satisfaction.

ADAPTATIONS:

Interview a person of another culture.

PROCEDURE:

To the teacher:

1. Duplicate sufficient copies of the Student Activity Sheet.
2. Assess student understanding of the terms "culture" and "culture trait". If inadequate, then work with the terms before they are assigned the activity.
3. Encourage students to focus on identifying the major characteristics in question 2-4. For example, is the culture politically democratic or authoritarian? In religion is there the element of choice and freedom or is belief mandated?
4. Identify management procedure and time limits.

Skills:

309-825
309-854
309-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Cultural Traits	TOPIC: Anthropology	Student Activity Sheet	309-202 (408) D

To the student:

1. Culture is a term that social scientists use to describe the way of life of a people. It includes such things as language, customs, arts, beliefs, and values. These things are broken down into units called cultural traits. Marriage customs, religious practices, and political ideas are samples of cultural traits.

2. In this activity you are to
   a. identify some of the traits of the culture in which you live.
   b. identify some of the traits of a culture to which you do not belong.
   c. compare the traits of the two cultures. How are they similar? How are they different?

3. The following guide will help you gather the information you need to make comparisons. You may not find all the information you need for each question, but it is important that you do the best you can with the data you are able to get. Write your answers on a separate piece of paper.
   1. What ceremonies concerning events in life are found in your culture and the other culture you have chosen?
      a. birth
      b. naming
      c. becoming an adult
      d. marriage
      e. death
   2. What educational practices or beliefs does your culture and the culture you have chosen have?
   3. What role expectations does society have for men and for women?
   4. What political beliefs and practices are found in your culture and the culture you have chosen?
   5. What are some of the significant religious beliefs or practices within your culture and the culture you have chosen?

4. When you have completed this activity, put your paper in the place designated by your teacher.

The students will evaluate and relate the contributions of the culture of countries studied to their own lives. (408) (V)

Secondary Social Studies
TITLE: Cultural Diffusion

TOPIC: Anthropology
TIME SEGMENT: 2 class periods

309-203 (408)

D

INSTRUCTIONAL OBJECTIVE:

The students, using a study sheet, will analyze and relate the contributions of the culture of the country they are studying to their own lives.

MATERIALS:

Student Activity Sheet (Master included)

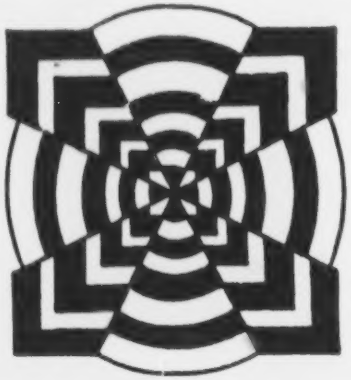
EVALUATION:

The students shall complete the activity sheet to the teacher's satisfaction.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the special needs of the class.

PROCEDURE:



To the teacher:

1. For this objective students should be acquainted with the concept of cultural diffusion. If the concept has not been taught, time should be spent on it as a preface to this activity. Language and Christmas customs, are two good examples to use.

2. Replicate sufficient Student Activity Sheets for those working on the activity.

3. Establish time limits and management.

4. Consider having a "cultural fair" illustrating the contributions of the country or countries studied.
   a. Collect and mount pictures illustrating or symbolizing contributions.
   b. Identify examples of foods, recipes or menus that have been borrowed.
   c. Obtain music originating in the countries studied.
   d. Identify examples of clothing that has been borrowed or adapted.
   e. Identify beliefs and ideas that have been borrowed or adapted.

Skills: 309-875	Evaluation and Comments on Activity: Students: __________ __________ __________ Teacher: __________ __________ __________

Secondary Social Studies TITLE: Cultural Diffusion	TOPIC: Anthropology	Student Activity Sheet	309-203 (408) D

To the student:

As you respond to the following study questions, remember that culture involves the whole way of life (economically, politically, technologically, etc.)

1. Choose a country to study.
2. What are the contributions of the country?
3. Why are they considered important?
4. Who in your opinion benefits most from them? Why do you think so?
5. What contributions in our country are similar to the contributions of the country you are studying?
6. Where did these contributions to our country come from?
7. Which of the contributions we have borrowed do you believe are beneficial? Why?
8. Which do you believe to be less than beneficial? Why?
9. Are there other practices, in the country you are studying, that you think might be helpful to us? Explain?

The students will relate the geographic influences to the social patterns of a people (407) (I, V)

Secondary Social Studies

TITLE: Geographic Influences on Social Patterns

TOPIC: Sociology

TIME SEGMENT: 2 periods

309-301 (407)

D

INSTRUCTIONAL OBJECTIVE:

The students will relate the geographic influences to the social patterns of a people.

MATERIALS:

Student Activity Sheet
(Master included)
Texts, encyclopedias, any other available materials

EVALUATION:

The students will relate the geographic influences to the social patterns of a people to the satisfaction of the teacher.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. From selected reading and class discussion the students should be given a background for this activity.

2. Duplicate enough Student Activity Sheets for the class.

3. Have the students choose countries from different parts of the world for study or assign them.

Skills:

309-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies Geographic Influences TITLE: on Social Patterns	TOPIC: Sociology	Student Activity Sheet	309-301 (407) D

To the student:

1. From your reading and class discussion you have an understanding of the relationship between geographic influences and the social patterns of a people.

2. Read any materials available on the country you have been assigned or you have chosen to study.

3. Using the following guide write a page about your assigned country.
   A. Where is this country located? Describe the location by identifying the continent or body of water on which it is located. Also identify its location according to latitude and longitude. What is the general climate of this country?

   B. What are the social patterns of these people?
      (1) What types of houses do they have?
      (2) What type of food do these people eat?
      (3) What sort of clothing do they wear?
      (4) What kind of transportation do they use?
      (5) What are some of their major ways of earning a living? Is this country primarily agricultural or industrialized?
      (6) What are some of their major kinds of recreation, entertainment, and leisure time activities?
      (7) What are the major festivals and holidays?
      (8) What are the contributions of this society to the arts: theater, architecture, dance, music, painting, literature, sculpture, etc.?
      (9) What role does education play in this society? To whom is it available?
      (10) What are the religious patterns in this country? Is there a state religion?

   C. Write down the influence that the geography of this country has had on its social patterns. There may be no direct connection in some cases.

3. On a separate piece of paper answer each question in relation to your assigned country.

4. When you have finished, put your paper in the place designated by your teacher.

The students will list the changing needs and values of groups that are the result of: (a) cultural changes, (b) economic changes, and (c) political changes. (408) (I, V)

Secondary Social Studies
TITLE: Changing Needs and Values

TOPIC: Sociology
TIME SEGMENT: 1 period

309-302 (408)
D

INSTRUCTIONAL OBJECTIVE:

The students will list the changing needs and values of groups that are the result of: (a) cultural changes, (b) economic changes, and (c) political changes.

MATERIALS:

Reference materials, encyclopedias, texts, etc.

EVALUATION:

The students will be able to list the changing needs and values of groups that are the result of cultural, economic, and political changes.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

Divide the class into three or four groups. Assign each group a country, or have the groups choose which country they want to represent. Give the groups a few minutes to talk over the conditions that exist in the country at the present time. The students may need to use resource materials for this assessment.

Then, each group will pose a problem to the group at its left. The problem should be a significant cultural change. It could be a major economic change, an important political change or a sociological change of some kind. These changes could be such things as failure of the country's wheat or rice crop, an overthrow of the government, enforced integration of the races, or beginning industrialization in an underdeveloped country. The students in each group should have time to decide on a problem. It can then be written down and given to the group on the left.

Next, allow time for the groups to decide what effect the problem will have on the society: What changes will occur in the country's needs and values?

After the group has analyzed the problem and its effect on society, a spokesman for each group will give an oral report.

309-852
309-853

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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The students will describe the contributions of women in the various cultures studied. (415) (V)

Secondary Social Studies
TITLE: Contributions [illegible] Women

TOPIC: Sociology
TIME SEGMENT: 1 or 2 class periods

309-303 (415)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe the contributions of women in the various cultures

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Master included)
Textbooks
Reference books
Other resource materials

EVALUATION:

Given a specific culture, the student will identify the contributions the women have made to society from that culture to the satisfaction of the teacher.

ADAPTATIONS:

Instead of individual study, this activity would lend itself to dividing into small groups to study and discuss the questions pertaining to women in the given culture.

PROCEDURE:

To the teacher:

1. Through selected reading and class discussion provide the students with a background for this activity.

2. Duplicate enough Student Information Sheets and Student Activity Sheets for the class.

3. The teacher will select a culture or cultures to be studied or allow the students to choose a culture in which they are especially interested.

4. Assign students to read Student Information Sheet concerning the role of women and then to follow the questions on the activity sheet in relation to the culture they have been assigned or have chosen.

Skills:

309-827
309-852
309-875

Evaluation and Comments on Activity.

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Contributions of Women	TOPIC: Sociology	Student Information Sheet	309-303 (415) D

The role of women differs greatly from one culture to another. Some anthropologists believe that the role of women is determined more by culture than biological features. Through the ages, women's roles have ranged from bearing and rearing children, to being able to own property and work outside the home.

In many cultures women have been forced to take a subservient role to men. Some cultures have dictated that women's only role is in performing household duties while the men are the dominant, aggressive providers and defenders of the home. In these cultures the definition of male and female roles is clearly spelled out, and it is difficult for either sex to cross those lines without being critically questioned.

Since earliest times, there have been women in all cultures who have made great contributions to their society. Unfortunately, when history books were written, many of these accomplishments were ignored or largely forgotten. In our American culture, we, too, have failed to notice the contributions women have made to our own history.

An interesting way to look at any culture is by exploring the role and contributions of women in that culture. No matter what culture we are examining we might ask the same questions or types of questions to determine the role of women.

Secondary Social Studies TITLE: Contributions of Women	TOPIC: Sociology	Student Activity Sheet	309-303 (415) D

To the student: Using the culture you have chosen or that has been assigned to you by your teacher, do some research in two or three sources of information such as textbooks, encyclopedias, or library books about your culture. Write a 2 page report (minimum) about your choice. Use the following questions about the role of women in that culture to guide your study. Put your finished paper in the place designated by your teacher.

1. How are women generally regarded in this culture?

2. What is the basic role of women in this culture?

3. In what areas have women made contributions to this culture?

4. Has the role of women changed over the years?

5. How have those changes been reflected in such things as dress, activities, customs, etc. ?

6. What factors in this culture do you think have had an effect on the role of women?

7. Compare the choices and opportunities that women have within the society with those choices and opportunities that men have?

The students will analyze the nutritional implications of disease including: anemia, coronary heart disease, diabetes mellitus, dental decay, and other current health problems. (506) (N, V)

Secondary Social Studies
TITLE: Nutritional Implications of Disease
TOPIC: Sociology
TIME SEGMENT: 30-45 minutes
309-304 (506)
D

INSTRUCTIONAL OBJECTIVE:

The students will analyze the nutritional implications of disease including: anemia, coronary heart disease, diabetes mellitus, dental decay, and other current health problems.

MATERIALS:

Student Activity Sheet (Master included)
Nutrient Density Food Profile Cards (a sample of these is included in this activity. The entire set is found in your media center.)
Texts, reference material

EVALUATION:

The students shall be able to analyze the nutritional implications of disease, including anemia, coronary heart disease, diabetes mellitus, dental decay and other current health problems by writing a menu designed for a person with a given disease. This shall be done to the satisfaction of the teacher.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Before the student attempts this activity, he should have a basic understanding of nutrition. The student should be familiar with each major nutrient and its role in the health of the body.

2. The student should understand about minimum daily requirements and should know how to calculate the amounts of nutrients in a meal.

3. Duplicate enough Student Activity Sheets for the class.

Skills:

309-852
309-853

Evaluation and Comments on Activity:

Students:____

Teacher: ____

Secondary Social Studies TITLE: Nutritional Implications of Disease	TOPIC: Sociology	Student Activity Sheet Page 1	309-304 (506) D

To the student:

1. From your reading and class discussion you should have a basic understanding of nutrition. You should be familiar with the major nutrients and their roles in the health of the body. You should also understand about minimum daily requirements and know how to calculate the amount of nutrients in a meal.

2. Read the following Fact Sheet for Nutritional Implication of Selected Diseases:

Anemia

Prevalence: Iron deficiency anemia is the most prevalent nutritional deficiency in America today.
Cause: The cause of iron deficiency anemia is not enough iron from the diet to meet the needs of the person. The diet could be very low in iron or an individual's needs could be very great because of blood loss or pregnancy.
Treatment: The usual treatment is increasing the iron foods in the diet and iron supplementation.
Foods High in Iron: Meats, especially organ meats such as liver. Dark green vegetables and whole grains.

Coronary Heart Disease

Prevalence: Heart disease is the number one cause of death in the United States today.
Cause: There are seven risk factors which are generally accepted as increasing the chances of a person developing heart disease. Some of these are a family history of heart disease, diabetes, smoking, high cholesterol -high fat diet, obesity, stress and lack of proper exercise. The complete cause is not completely understood, but the risk factors are generally accepted as contributing to the disease.
Treatment: The usual treatment is to reduce the risk factors which can be changed. Achieving normal weight, eating a low cholesterol diet and a diet low in fat, stop smoking, and get adequate exercise are some of the forms of treatment.
Foods High in Cholesterol: Organ meats, (liver, brain, and kidney,) red meat, eggs, whole milk, butter, cream, and shellfish.

Diabetes Mellitus

Prevalence: At least five percent of the population is effected by the disease. It is associated with coronary heart disease and is one of the leading causes of death in the United States.

Cause: It is somewhat connected with a family history of diabetes. Persons who are overweight have an increased incidence of the disease.

Treatment: Usually insulin or a medication which stimulates the body to produce insulin is given. A balanced diet is sometimes the only form of treatment some diabetics need. A diet which eliminates sugar and concentrated sweets and the amount of carbohydrate in each meal is balanced throughout the day. A regular eating pattern at regular times is very important. Good nutrition is also very important. Resistance to infection is often reduced in the diabetic so it is very important to maintain good health through good nutrition. Since the disease is associated with coronary heart disease, a diet low in cholesterol and saturated fats is desired. If the person is overweight, he must reduce to a normal weight.

Foods to Avoid: Sugar, soda pop, honey, fructose, corn syrup, jams, jellies and syrups. Any concentrated sweet foods.

Dental Decay

Prevalence: Colon cancer is a very prevalent form of cancer.

Cause: The complete cause of any cancer is not toatlly defined, but there are groups which seem to be at greater risks. Colon cancer seems to be associated with obesity and a diet low in fiber.

Treatment: The usual treatment is surgery with chemotherapy and/or radiation treatment. Avoidance of the disease might be helped by losing weight if necessary and eating a diet high in dietary fiber.

Foods High in Fiber: Fresh and raw fruits and vegetables. Especially foods containing seeds, skins, and stalks. Whole grains such as whole wheat bread, oatmeal, rye bread, and corn tortillas are all sources of dietary fiber.

Hypertension (High Blood Pressure)

Prevalence: High blood pressure plays a significant role in heart disease which is America's number one killer. It also plays a primary role in stroke which is the sixth leading cause of death.

Cause: The cause of high blood pressure is not completely known, but obesity and high salt consumption has been associated with an increase in blood pressure.

Treatment: The usual treatment is to achieve desired weight and to lower salt intake in order to maintain lower blood pressure. If these two means of treatment do not lower blood pressure, medication is prescribed.

Foods High in Salt: Cured meat and fish such as ham, bacon, smoked and salted fish. Prepared soups and gravies, canned vegetables, prepared foods such as spaghetti, macaroni and cheese and all prepared main dishes. Sauces and condiments are very high in salt. Soy sauce, mayonnaise, salad dressings and catsup are examples which are high in salt.

Foods Low in Salt: Fruits, both canned and fresh, fresh and frozen vegetables, unsalted meat, fish, and poultry. Also homemade soups, gravies, and main dishes which have no salt added. The best advice is to read the label. Look for words such as salt, sodium, monosodium, glutamate, sodium citrate, etc.

Obesity

Prevalence: Twelve percent of prepuberty children are obese, 16 percent of adolescents are obese and 30 to 40 percent of adults are obese.

Cause: Eating more energy rich foods than the body needs or can use. There are some metabolic problems which tend to make the problem more easy to occur and more difficult to cure. Research is being done to see if obesity is caused in part by a problem in the way the body uses carbohydrates.

Treatment: Reduce the number or calories in the diet and increase the amount of exercise. Behavior modification or counseling is very helpful and needed in the treatment of obesity.

Foods to Avoid: Those foods which are high in calories and low in nutritional value are the foods to avoid. Limit between meal snacks and second helpings.

3. Choose one of the seven diseases discussed. Note the guidelines under the disease that give the treatment and food to eat or avoid. Use these and the Nutrient Density Food Profile Cards. Make a day's menu (breakfast, lunch and dinner) for a person who either has the disease or wishes to prevent it.

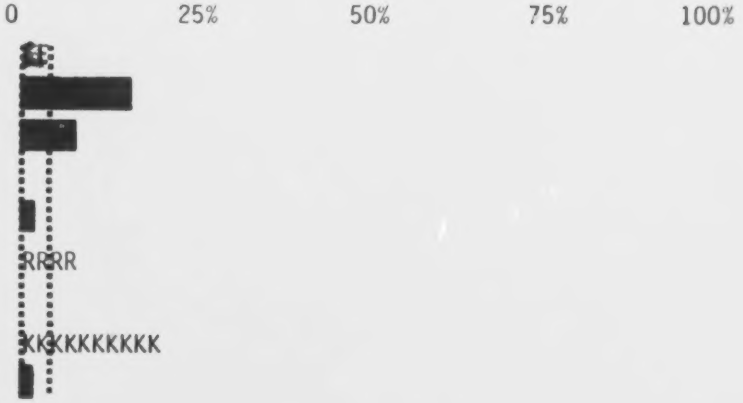
4. When you have finished your menu, put it in the place designated by your teacher.

Cheddar Cheese

CHEDDAR CHEESE, NATURAL

1 SLICE = 3/4 OUNCE OR 21 GRAMS WHICH SUPPLY 84 KCAL OF ENERGY

NUTRIENT	AMOUNT		INQ	% STD
ENERGY	84	kcal	1.00	3
PROTEIN	5.2	g	4.19	15
VITAMIN A	275	IU	2.39	8
VITAMIN C	0	mg	0.00	0
THIAMIN	0.01	mg	0.15	1
RIBOFLAVIN	0.10	mg	2.31	8
NIACIN	<0.1	mg	0.04	<1
CALCIUM	158	mg	5.65	20
IRON	0.2	mg	0.60	2



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CHEDDAR CHEESE

CHEDDAR CHEESE, NATURAL
603 GRAMS WHICH SUPPLY 2400 KCAL OF ENERGY

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NUTRIENT        AMOUNT          INQ    % STD   0         100%      200%      300%      400%      500%
ENERGY          2400    kcal    1.00    100    EEEEEEEEEE
PROTEIN          150.8  g       4.19    419    PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP
VITAMIN A       7900    IU      2.39    239    AAAAAAAAAAAAAAAAAAAAAAAA
VITAMIN C          0    mg      0.00      0
THIAMIN            0.18 mg      0.15     15    TT
RIBOFLAVIN         2.77 mg      2.31    231    RRRRRRRRRRRRRRRRRRRRRRR
NIACIN             0.6  mg      0.04      4    NN
CALCIUM         4523    mg      5.65    565    KKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKKK 565%
IRON               6.0  mg      0.60     60    IIIIII
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The students will describe how the impact of economic resources (land, labor, and capital) influences the adaptation of people to their environment. (605) (V)

Secondary Social Studies
TITLE: Adapting to our Environment

TOPIC: Geography
TIME SEGMENT: 2 periods

309-401 (605)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe how the impact of economic resources (land, labor, and capital) influence the adaptation of people to their environment.

MATERIALS:

Student Activity Sheet
(Master included)
Resource materials: almanacs, texts, encyclopedias, etc.

EVALUATION:

The students shall be able to describe how the impact of economic resources influences the adaptation of people to their environment.

ADAPTATIONS:

For an independent activity, each student could be assigned to compare a foreign region with his own area.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets for the class. These will be used as part of the resource materials.

First day:
2. Discuss with the students the influences of land, labor, and capital on people's adaptation to their environment.

3. The students should understand that the land that is available for habitation affects the type of shelter man will make for himself, the food that will be available to him, and the sort of clothing he will need. Discuss the various factors such as type of soil, elevation above sea level, latitude, climate, proximity to bodies of water, etc. that affect the land. The students should also understand that there are people who live entirely on water, such as the boat people in the Far East.

4. Explain that the land can also influence the types of industry, business, and agriculture that are established in an area and, therefore, will help determine what jobs will be available there.

5. Discuss the relationship between the amount of money people have and the way that they adapt to their environment.

6. The students should have an understanding of the interrelationships of these three factors and their influence on a people's adaptation to environment.

7. After the discussion divide the class into three or four groups. Let the students choose or assign each group a different populated area. It could be an entire country or a small region. The areas should be divergent in nature. It is suggested that one group be assigned the local area.

Skills:

309-852
309-853
309-875

Evaluation and Comments on Activity:

Students:

Teacher:

Secondary Social Studies
TITLE: Adapting to our Environment

TOPIC: Geography
TIME SEGMENT: 2 periods

309-401 (605)

D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE:

Continued:

8. Have resource materials available for the students.

9. Allow the students the rest of the period to meet in their groups to research and take notes on their region. Further research at home may be required.

10. Each region should be analyzed in respect to the inhabitants' adaptation to the environment. Students should consider the effect that the land, types of available work, and personal and regional wealth have on this adaptation.

Second day:
1. Reports from each group should be given to the class.

TITLE: Adapting to our Environment	TOPIC: Geography	Student Activity Sheet	309-401 (605) D

To the student:

First day:

1. Listen carefully to the teacher's discussion.
2. In your group choose a spokesman. He should take notes for an oral report to present to the class the following day.
3. Through using the resource materials and discussing these materials in your group, decide how the people in your assigned area have adapted to their environment. You will want to include the following ideas: kind of homes they have, food they eat, clothes they wear, their wealth or lack of it, their industries, area in which they live and chief occupations of the area. Add any other information that might relate to the adaptation of this people.
4. You may need additional time for research after school. Any new material should be given to the spokesman for the oral report.

Second day:

1. The spokesman will give the oral report when asked.

The students will compare food customs of various cultural and ethnic groups. (506) (N)

Secondary Social Studies
TITLE: Food Customs of some Cultural and Ethnic Groups
TOPIC: Geography
TIME SEGMENT: 1 week
309-402 (506)
D

INSTRUCTIONAL OBJECTIVE:

The students will compare food customs of various cultural and ethnic groups.

MATERIALS:

Student Activity Sheet (Master included)
Texts, encyclopedias and other resouces
Materials needed to calculate nutrients: Food Profile Cards, Masterbook. (A sample of a food profile card is found in this activity. The entire set, plus the Masterbook will be found in your media center.)

EVALUATION:

Evaluation will be based upon the content of the group's presentation and should meet criteria of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to fit the needs of the class.

PROCEDURE:

To the teacher:

1. This activity may be used in the learning about people adapting to their environment. The students should have been given a general background in the effect of environment on food customs.
2. The class will identify cultural and ethnic groups they are interested in studying.
3. The students will then be divided into groups Each group will study a different cultural or ethnic group.
4. Each group will be allowed one week to prepare their demonstrations.
5. Each group will then have one class period to present their information to the other class members. The presentation should include:

   Name of cultural or ethnic group
   Brief history
   Eating customs
   Methods of food preparation
   Sample of ethnic or cultural food
   Nutrient analysis of a typical day's diet using the food profile cards, Masterbook, transparent overlays, and water soluble parking pens

309-852
309-875

Evaluation and Comments on Activity:

Students:____________________________________

____

____

Teacher: ____________________________________

____

____

Secondary Social Studies Food Customs TITLE: os Some Cultural and Ethnic Groups	TOPIC: Geography	Student Activity Sheet	309-402 (506) D

To the student:

1. Under the direction of your teacher, get into groups of four. Decide on one ethnic or cultural group to study.

2. You will have one week to prepare your class demonstration. Each group must present something about each of the following subjects:

   a. name of the cultural or ethnic group
   b. brief history
   c. eating customs
   d. methods of food preparation
   e. sample of ethnic or cultural food
   f. nutrient analysis of a typical day's diet. Use the Food Profile Cards, Masterbook, and Transparent Overlays to help you.

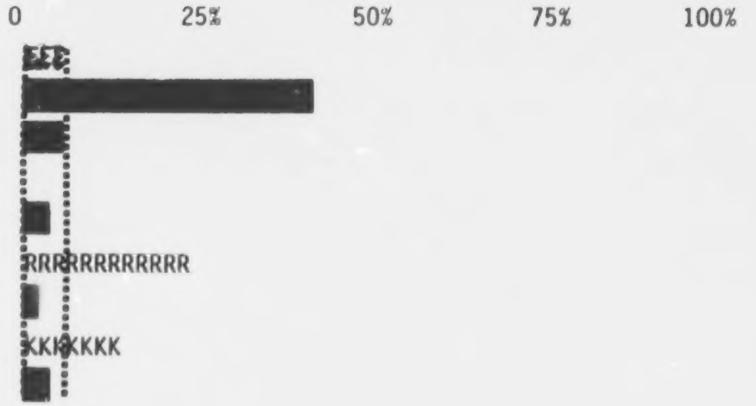
3. Give the presentation as you are directed by your teacher.

Cottage Cheese

COTTAGE CHEESE, CREAMED (1/2 LARGE CURD, 1/2 SMALL CURD) D)

1/2 CUP OR 109 GRAMS WHICH SUPPLY 116 KCAL OF ENERGY

NUTRIENT	AMOUNT		INQ	% STD
ENERGY	116	kcal	1.00	5
PROTEIN	14.8	g	8.55	41
VITAMIN A	185	IU	1.17	6
VITAMIN C	0	mg	0.00	0
THIAMIN	0.03	mg	0.57	3
RIBOFLAVIN	0.27	mg	4.72	23
NIACIN	0.1	mg	0.14	1
CALCIUM	102	mg	2.66	13
IRON	0.3	mg	0.68	3



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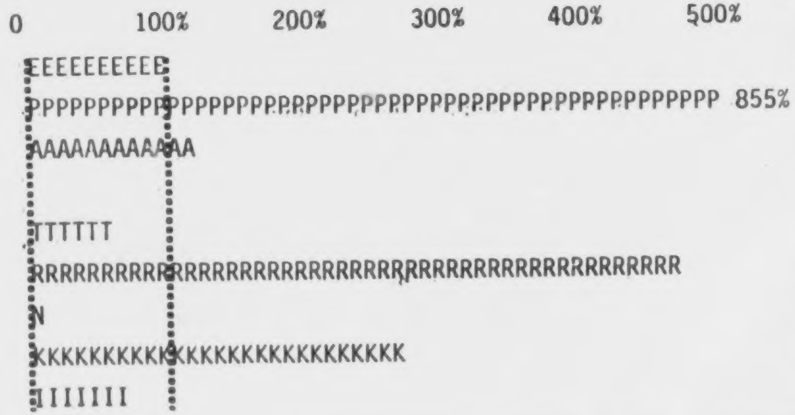
COTTAGE CHEESE, CREAMED (1/2 LARGE CURD, 1/2 SMALL CURD)

COTTAGE CHEESE

2264 GRAMS WHICH SUPPLY 2400 KCAL OF ENERGY

NUTRIENT	AMOUNT		INQ	% STD
ENERGY	2400	kcal	1.00	100
PROTEIN	307.9	g	8.55	855
VITAMIN A	3849	IU	1.17	117
VITAMIN C	0	mg	0.00	0
THIAMIN	0.68	mg	0.57	57
RIBOFLAVIN	5.66	mg	4.72	472
NIACIN	2.3	mg	0.14	14
CALCIUM	2128	mg	2.66	266
IRON	6.8	mg	0.68	68



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The students will describe the effects of malnutrition on the population of developing countries and their implications to world health problems. (506) (N, V)

Secondary Social Studies
TITLE: Malnutrition Game

TOPIC: Geography
TIME SEGMENT: 1 class period

309-403 (506)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe the effect of malnutrition on the population of developing countries and their implications to world health problems.

MATERIALS:

Malnutrition playing cards (master included)
Student Information Sheets Pages 1-5
(Masters included)

EVALUATION:

The teacher will evaluate the students' understanding of malnutrition by observing the students as they play the game.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

Through class discussion the students should have an understanding of the relationship between geography and its influences and nutrition.

Duplicate for each student Student Information Sheets. Duplicate for each pair of students one set of Malnutrition Playing Cards.

The students will read Student Information Sheets.

The game is designed to be played by two students.

Place the cards face down on a table, spreading them in four rows containing eight cards. One student will begin by turning two cards face up. It the question and answer match, he/she will take the two cards from the table and place them in a pile by himself/herself. This student will then take another turn. He/she continues to turn over two cards at a time until the two cards do not match. If the cards do not match, they will be turned face down and it will become the other student's turn. Student Information Sheets may be consulted at any time during the game. This procedure will continue until all the cards are matched.

The student with the most cards is the winner. Students should check their matching cards for correctness with Student Information Sheets which can be obtained from the teacher.

Skills: 309-853 309-875	Evaluation and Comments on Activity: Students: ________ ________ ________ Teacher: ________ ________ ________

MALNUTRITION BACKGROUND INFORMATION

Malnutrition simply means "bad nutrition" (mal=bad). There are many reasons for malnutrition in spite of the nutritional knowledge we have today. Some of the reasons are

1. a lack of food. Many areas of the world today simply do not have adequate food supplies for their huge populations. Other areas lack specific foods needed for good nutrition.
2. poor food choices. Many people do not have an understanding of basic nutrition knowledge.
3. overeating.
4. lack of motivation. Many people lack desire to practice the basic nutrition skills they do possess.
5. lack of nutritional knowledge.
6. poor distribution of methods. Many areas are able to produce quality food but lack the knowledge necessary for preparing, preserving, and distributing the foods.
7. cultural practices. Some cultures prohibit the use of basic nutritional products.

The results of malnutrition vary in their seriousness. Some general symptoms of malnutrition are slow growth, poor wound healing, breakdown of tissues, and even death. This is a cause for great concern considering that one-fifth to one-third of the people living in developing nations have an inadequate food supply. The statistics that show one-half of the children in these countries are malnourished are even more alarming.

Malnutrition takes the form of many specific diseases. The most wide-spread malnutrition problem found in developing countries is known as Protein Calorie Malnutrition. It is abbreviated PCM. Knowledge of this problem is very important because protein and calories are used in every body function.

PCM includes the two deficiency diseases marasmus and kwashiorkor. Marasmus is a calorie deficiency disease or starvation. Kwashiorkor is a protein deficiency disease.

Kwashiorkor begins when a child recently weaned from breast milk (contains high quality protein) is fed a thin gruel (a watery carbohydrate drink with scant protein of a very low quality). The child becomes very inactive and apathetic to the point where it will not even cry for food. This inactivity is the body's means of attempting to decrease its need for protein. Growth ceases, new hair grows but without the protein pigment that gave it its color. The skin also loses its color. Sores fail to heal. Food is poorly digested and absorbed (this worsens the condition). Fluid leaks out into the tissues (edema) because the proteins and hormones that previously kept fluid in the compartments of the body now are diminished. The child becomes anemic because blood proteins including hemoglobin, which carries oxygen, is not synthesized. A fatty liver develops because there is a lack of protein carriers to transport fat out of the liver. Antibiotics to fight off invading bacteria are used to provide amino acids, the building blocks of protein, for other purposes. The child becomes an easy target for any infection. Dysentary, an infection of the digestive tract that causes diarrhea, further depletes the body of nutrients, especially minerals. Death can be the ultimate result.

There are three basic reasons to be concerned with PCM:

1. It causes a high mortality rate.
2. It is so widespread.
3. It causes physical and possible mental damage to a growing child.

Other major nutrient deficiency diseases found in developing countries include nutritional anemia, endemic goiter, ariboflavinosis, dental problems, xerophthalamia, and rickets. Pellagra, beriberi, and scurvy are restricted to very limited areas.

Aside from the specific diseases associated with specific nutrient deficiencies, there is an additional basic problem - infection. Malnutrition and infection form a cycle because one causes the other.

Although preventing malnutrition is not easy, nutrition can be improved in many ways:

1. Increase food production in developing countries.
2. Educate people in developing countries of the importance of nutrition, basic nutrition skills, and good hygiene.
3. Help developing countries use the modern technology available.
4. Improve the methods of transporting foods in developing countries.

Learning to use the nutritional information available to us will help the world fight the malnutrition battle.

MALNUTRITION DEFINITIONS

Protein Calorie Malnutrition - PCM, the whole spectrum of disease conditions that result from protein and/or calorie deficiencies. PCM includes the two diseases marasmus and kwashiorkor.

Marasmus - A calorie deficiency disease; overt starvation.

Kwashiorkor - A protein deficiency disease.

Nutritional Anemia - Any anemia caused by a nutrient deficiency. Anemia results in fatigue and weakness.

Endemic Goiter - Enlargement of the thyroid gland caused by an iodine deficiency; leads to an undersecretion of the thyroid gland in a pregnant woman, causing extreme physical and mental retardation known as cretinism in the infant.

Ariboflavinosis - Lack of riboflavin; a riboflavin deficiency. It can be recognized by cracks in the corners of the mouth, a red, swollen tongue, teary eyes, and/or an invasion of blood into the cornea of the eyes.

Xerophthalmia - Extreme thickening of the cornea of the eye caused by a vitamin A deficiency. The cornea becomes opaque; blindness can occur.

Rickets - Bone malformation caused by a vitamin D and calcium deficiency. It leads to: bowed legs, knock-knees, and pigeon breast.

Pellagra - the "four D's" caused by a niacin deficiency.

1. Diarrhea and other digestive upsets
2. Dementia (a mental confusion resembling insanity)
3. Dermatitis (in later stages, a typical rash appears on the body exposed to the sun)
4. Death

Beriberi - Deficiency symptoms include nausea, loss of appetite, tenderness in the calf muscles, and if continued, disabling paralysis of the extremities (polyneuritis) and abnormal heart action, caused by a thiamin deficiency.

Scurvy - loss of appetite and growth, anemia, tenderness to touch, weakness, bleeding gums, loose teeth, swollen ankles and wrists, and tiny hemorrhages in the skin caused by vitamin C deficiency. Most symptoms of scurvy are caused by the breakdown of collagen (the cementing material that holds the body cells together).

Reference: Nutrition Concepts and Controversies by Eva May Hamilton and Eleanor Whitney, West Publishing Company, St. Paul, Minnesota, 1979.

QUESTIONS AND ANSWERS

Q. What does malnutrition mean?
A. "Bad nutrition"

Q. What are some of the reasons malnutrition exists in spite of the nutritional knowledge we have today?
A. Lack of food, lack of specific food needed for good nutrition, poor food choices, lack of education of basic nutrition, overeating, lack of motivation, poor distribution methods, culture.

Q. Malnutrition causes what general symptoms?
A. Slow growth, poor wound healing, tissue breakdown, untimately death.

Q. How many people living in developing nations have an inadequate food supply?
A. One fifth to one-third.

Q. Approximately how many children in developing countries are malnourished?
A. One-half.

Q. What is protein calorie malnutrition (PCM)?
A. PCM is the whole spectrum of disease conditions that result from protein and/or calorie deficiencies. PCM includes the two diseases marasmus and kwashiorkor.

Q. What is the definition of marasmus?
A. A calorie deficiency disease.

Q. What is the definition of kwashiorkor?
A. A protein deficiency disease.

Q. What is nutritional anemia?
A. Any anemia caused by a nutrient deficiency. Anemia results in fatigue and weakness.

Q. What is ariboflavinosis and how is it recognized?
A. Lack of riboflavin; a riboflavin deficiency. It can be recognized by cracks in the corners of the mouth, a red, swollen tongue, teary eyes, and/or an invasion of blood into the cornea of the eyes.

Q. What is xerophthalmia and what causes it?
A. Caused by a vitamin A deficiency. It is a condition of extreme thickening of the cornea of the eye; the cornea becomes opaque; blindness can occur.

Q. What is rickets and what causes it?
A. Caused by a vitamin D and calcium deficiency. It leads to bone malformation: bowed legs, knock-knees, and pigeon breast.

Q. What is pellagra and what causes it?
A. Caused by a niacin deficiency. It is characterized by the "four D's":

a. Diarrhea and other digestive upsets
b. Dementia (a mental confusion resembling insanity)
c. Dermatitis (in later stages a typical rash appears on the body exposed to the sun)
d. Death

Q. What is beriberi and what causes it?
A. Caused by a thiamin deficiency. Deficiency symptoms include nausea, loss of appetite, tenderness in the calf muscles, and if continued, disabling paralysis of the extremities (polyneuritis) and abnormal heart action.

Q. What is scurvy and what causes it?
A. Caused by a vitamin C deficiency. Most symptoms of scurvy are caused by the breakdown of collagen (the cementing material that holds body cells together). In the absence of vitamin C, loss of appetite and growth, anemia, tenderness to touch, weakness, bleeding gums, loose teeth, swollen ankles and wrists and tiny hemmorrhages in the skin.

Q. How can malnutrition be fought and dealt with in developing countries?
A. Increased food production, education of the people about nutrition, use of modern technology, better transportation of foods.

WHAT IS NUTRITIONAL ANEMIA?	ANY ANEMIA CAUSED BY A NUTRIENT DEFICIENCY. ANEMIA RESULTS IN FATIGUE AND WEAKNESS.
WHAT IS ARIBOFLAVINOSIS?	LACK OF RIBOFLAVIN; A RIBOFLAVIN DEFICIENCY. IT CAN BE RECOGNIZED BY CRACKS IN THE CORNERS OF THE MOUTH, A RED, SWOLLEN TONGUE, TEARY EYES, AND/OR AN INVASION OF BLOOD INTO THE CORNEA OF THE EYES.
WHAT IS XEROPHTHALMIA?	CAUSED BY A VITAMIN A DEFICIENCY. IT IS A CONDITION OF EXTREME THICKENING OF THE CORNEA OF THE EYE; THE CORNEA BECOMES OPAQUE; BLINDNESS CAN OCCUR.
WHAT IS RICKETS?	CAUSED BY A VITAMIN D AND CALCIUM DEFICIENCY. IT LEADS TO BONE MALFORMATION: BOWED LEGS, KNOCK-KNEES, AND PIGEON BREAST.

WHAT IS PELLAGRA?	CAUSED BY A NIACIN DEFICIENCY. IT IS CHARACTERIZED BY THE "FOUR D'S": 1. DIARRHEA AND OTHER DIGESTIVE UPSETS; 2. DEMENTIA (A MENTAL CONFUSION RESEMBLING INSANITY); 3. DERMATITIS (IN LATER STAGES A TYPICAL RASH APPEARS ON THE BODY EXPOSED TO THE SUN); 4. DEATH
WHAT IS BERIBERI?	CAUSED BY A THIAMIN DEFICIENCY. DEFICIENCY SYMPTOMS INCLUDE NAUSEA, LOSS OF APPETITE, TENDERNESS IN THE CALF MUSCLES, AND IF CONTINUED, DISABLING PARALYSIS OF THE EXTREMITIES (POLYNEURITIS) AND ABNORMAL HEART ACTION.
WHAT IS SCURVY?	CAUSED BY A VITAMIN C DEFICIENCY. MOST SYMPTOMS OF SCURVY ARE CAUSED BY THE BREAKDOWN OF COLLAGEN (THE CEMENTING MATERIAL THAT HOLDS BODY CELLS TOGETHER). IN THE ABSENCE OF VITAMIN C: LOSS OF APPETITE AND GROWTH, ANEMIA, TENDERNESS TO TOUCH, WEAKNESS, BLEEDING GUMS, LOOSE TEETH, SWOLLEN ANKLES AND WRISTS AND TINY HEMORRHAGES IN THE SKIN.
HOW CAN MALNUTRITION BE FOUGHT AND DEALT WITH IN DEVELOPING COUNTRIES?	INCREASED FOOD PRODUCTION EDUCATION OF THE PEOPLE ABOUT NUTRITION USE OF MODERN TECHNOLOGY BETTER TRANSPORTATION OF FOODS

WHAT DOES MALNUTRITION MEAN?	"BAD NUTRITION"
WHAT ARE SOME OF THE REASONS MALNUTRITION EXISTS IN SPITE OF THE NUTRITIONAL KNOWLEDGE WE HAVE TODAY?	LACK OF FOOD LACK OF SPECIFIC FOOD NEEDED FOR GOOD NUTRITION POOR FOOD CHOICES LACK OF EDUCATION OF BASIC NUTRITION OVEREATING LACK OF MOTIVATION POOR DISTRIBUTION METHODS CULTURE
MALNUTRITION CAUSES WHAT GENERAL SYMPTOMS?	SLOW GROWTH POOR WOUND HEALING TISSUE BREAKDOWN ULTIMATELY, DEATH
HOW MANY PEOPLE LIVING IN DEVELOPING NATIONS HAVE AN INADEQUATE FOOD SUPPLY?	ONE-FIFTH TO ONE-THIRD

APPROXIMATELY HOW MANY CHILDREN IN DEVELOPING COUNTRIES ARE MALNOURISHED?	ONE-HALF
WHAT IS PROTEIN CALORIE MALNUTRITION (PCM)?	PCM IS THE WHOLE SPECTRUM OF DISEASE CONDITIONS THAT RESULT FROM PROTEIN AND/OR CALORIE DEFICIENCIES. PCM INCLUDES THE TWO DISEASES MARASMUS AND KWASHIORKOR.
WHAT IS THE DEFINITION OF MARASMUS?	A CALORIE DEFICIENCY DISEASE.
WHAT IS THE DEFINITION OF KWASHIORKOR?	A PROTEIN DEFICIENCY DISEASE.

The students will describe the periods of great change in past cultures and civilizations. (407) (I, V)

Secondary Social Studies
TITLE: A Look at Past Civilizations

TOPIC: History
TIME SEGMENT: 2 or 3 class periods

309-501 (407)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the periods of great change in past cultures and civilizations.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)

Texts, encyclopedias, etc.

EVALUATION:

Students will be able to recount in writing, major periods in a given culture or civilization.

ADAPTATIONS:

This activity lends itself to grouping students into small groups according to a civilization chosen. Small groups could then report back to the total class.

PROCEDURE:

To the teacher:

1. Through selected reading and class discussion the students should be given a background for this activity.
2. Duplicate enough Student Information Sheets and Student Activity Sheets for the class.
3. Assign a civilization of the past to each student. Students with the same civilization may work together as a small group.
4. Have students read the Student Information Sheet.
5. Working independently, or as a small group, have students complete the Student Activity Sheet for their assigned civilization.
6. If done as a small group activity, each group could then report to the rest of the class.

Skills:
309-851
309-852
309-853
309-855
309-875

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

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Secondary Social Studies TITLE: A Look at Past Civilizations	TOPIC: History	Student Information Sheet	309-501 (407) D

Most people like puzzles - any kind of puzzle will usually do. Many hours of fun can be spent in completing a crossword puzzle and picture puzzles; or in solving a riddle or mystery.

Historians like to solve puzzles of the past. Maybe you haven't thought of the past as a puzzle but it is in a very real way. It is not easy to discover what has happened in the past because only a very small part of what happened was recorded and saved. Historians try to piece together the puzzle of past events by gathering bits of information (data) from here and there, organizing the information in some meaningful way, and then drawing some conclusions based on the information they have gathered. Because it is not possible for historians to gather all information about past events, the conclusions they make are based only on the information he has been able to gather and organize. If and when he discovers new information, he may change his conclusions.

History is a way of reading and writing about past events. As you read and write about what historians have said about past events keep in mind that their conclusions can and might change.

Secondary Social Studies TITLE: A Look at Past Civilizations	TOPIC: History	Student Activity Sheet	309-501 (407) D

To the student:

1. Through your reading and class discussion you should have an understanding of periods of great change in past cultures and civilizations.

2. You will be assigned a civilization of the past. Depending on the civilization you are assigned, you may be working independently or in a small group.

3. Read Student Information Sheet.

4. Complete Student Activity Sheet on a separate piece of paper.

5. You may be assigned by the teacher to report to the class.

6. The following are questions and activities to guide you to find what historians have found out about certain past events in the civilization you are studying:

   a. About when did the civilization begin?
   b. When do you think the civilization reached its peak? Tell why you think so.
   c. About how long did the civilization last? What happened to it?
   d. What were some of the more important events in their history? Why were they important?
   e. Who were some of the more important people? Why do you think they were important?
   f. What do you think were this civilization's main contributions?
   g. Prepare a time line summarizing major historical events of this civilization.

7. When you have completed the activity sheet, put your paper in the place designated by your teacher.

The students will show how past civilizations' technological contributions have contributed to contemporary societies. (604) (I, V)

Secondary Social Studies

TITLE: Technology and Progress

TOPIC: History

TIME SEGMENT: 1 class period

309-502 (604)

D

INSTRUCTIONAL OBJECTIVE:

The students will show how past civilizations technological contributions have contributed to contemporary societies.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included)
Texts, encyclopedias, etc.

EVALUATION:

Given a list of technological advancements from past civilizations, students will identify the civilization that makes that contribution and tell how it has affected the life of modern man.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Provide the students with the necessary background through reading and class discussion before the activity is assigned.
2. Assign students to read the Student Information Sheet.
3. Provide students with the Student Activity Sheet.
4. Instruct students to use other sources of information such as encyclopedias, text books, etc. and follow the development of the technological advancements listed.

Skills:

309-853
309-875

Evaluation and Comments on Activity:

Students:

Teacher:

The progress of civilization has depended largely upon man's ability to create new devices to make his life easier. Little by little, man has learned to use technology to change his way of life. These changes have been reflected in his transportation, communication, homes, clothing, food, health care, and knowledge of the world around him.

Each new generation has built upon the advancements and ideas of previous civilizations. By adapting ideas and building upon the past, humanity has continued to progress.

Think of the world you live in today. What kinds of things are available to make your life richer and easier? It is possible to trace the technological wonders of today back to former times. What a debt of gratitude we owe the Egyptians, Chinese, Romans, the people of the Middle Ages or Renaissance for the foundations they laid for life as we know it today.

Secondary Social Studies TITLE: Technology and Progress	TOPIC: History	Student Activity Sheet	309-502 (604) D

To the student:

1. From your reading and discussion, you should have a background in technological advances over the years.
2. Using sources of information such as encyclopedias, textbooks, etc., find out what you can about each technological advancement on the list. Trace it back to find which civilization was responsible for that advancement and then list ways it has affected life for modern man.

Technological Advancement	What civilization?	How has this advancement affected life for modern man?
The plow		
Alphabet		
Flint tools		
Copper tools		
The wheel		
Paper		
Compass		
Glass		
Telescope		
Microscope		
Steam Engine		
Astrolabe		

3. When you have finished, put your paper in the place designated by your teacher.

The students will identify the various contributions of the cultures of America, Europe, Asia, Africa, the Middle East, Australia, New Zealand, and the Pacific Islands and their effects on life-styles, e. g., traditions, customs, language, population, religion, and government. (408) (I, V)

Secondary Social Studies TITLE: Understanding Our World Neighbors	TOPIC: History TIME SEGMENT: 1 class period preparation 30 minutes after interview	309-503 (408) D

INSTRUCTIONAL OBJECTIVE:

The students will identify the various contributions of the cultures of America, Europe, Asia, Africa, the Middle East, Australia, New Zealand, and the Pacific Islands and their effects on lifestyles; e.g. traditions, customs, language, population, religion, and government.

MATERIALS:

Student Activity Sheet (Master included)
Texts, encyclopedias, other available material

EVALUATION:

The students will identify the various contributions of the cultures around the world and their effects on lifestyles; e.g. traditions, customs, language, population, religion, and government.

ADAPTATIONS:

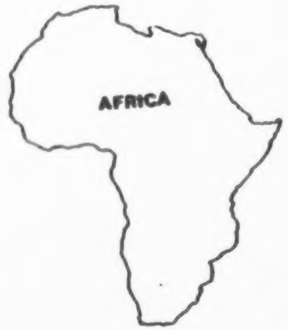
If a student has difficulty finding a person of foreign origin to interview, an American may be chosen with teacher approval. The interviewing could be held on a collective rather than an individual basis. Those being interviewed would be invited into the classroom. Students would formulate questions and make evaluations as outlined.

PROCEDURE:

To the teacher:

1. Before this activity is assigned, provide the students with a background for it through selected reading and class discussion.

2. Duplicate enough Student Activity Sheets so that each student may have one.



Skills:

309-825
309-852
309-853
309-875

Evaluation and Comments on Activity:

Students:____

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Teacher: ____

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Secondary Social Studies TITLE: Understanding Our World Neighbors	TOPIC: History	Student Activity Sheet	309-503 (408) D

To the student:

1. From your reading and class discussion, you should have an understanding of the contributions of the cultures of various parts of the world.

2. Think of a member of your community who came from another part of the world. If there is not a person of this description in your area, there will likely be one who had a parent or parents that came from another country and is knowledgeable about the land.

3. Arrange to have an interview with this person.

4. Before you make the interview, you should do two things:

   a. Read everything you can about the country from which the person comes. Ask yourself questions as you read. What are the country's major contributions to mankind? What are the traditions and customs of this land? What language or languages are spoken there? What sort of government, religion, and population are found in this country?

   b. Next, on a separate piece of paper, formulate questions for the interview. Include questions that will let you know what the person you interview considers the most important contributions of his country. How did these contributions affect his country? Ask questions about different cultural aspects of the land. Try to discover why his country and its people are the way they are.

5. Have the interview. Take notes or use a tape recorder. Ask your questions and others that may arise naturally from the conversation. Be sensitive to the feelings of the person being interviewed. Use only positive questions about the person's country. Stay long enough to get the information you need without tiring the person.

6. After you have had the interview, evaluate what the person said. (Summarize his main points.) Did the person's views agree with what you had read? In what ways were the views the same? In what ways did they differ?

7. On a separate piece of paper, write your evaluation.

8. Put your evaluation in the place designated by your teacher.

The students will describe the economic problem of scarcity. (806) (V)

Secondary Social Studies

TITLE: Scarcity

TOPIC: Economics

TIME SEGMENT: 2 class periods plus homework

309-601 (806)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the economic problem of scarcity.

MATERIALS:

newspapers
magazines

EVALUATION:

Teacher evaluation of written work.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:
Concept: In order to have value, an article or resource must be scarce. (i.e., it must have some monetary value.)

1. Introduce the concept by dictating the following words to the students. Have them write "yes" if the item is scarce and "no" if it is not.
   1. gold
   2. bread
   3. clothing
   4. grain
   5. automobiles
   6. housing
   7. culinary water
   8. air
   9. paper
   10. copper
2. Have students check their answers. The only one that should be listed as "no" is item #8 - air.
3. Ask why air is the only item listed as not scarce. Allow time for discussion.
4. Bring out that all the other items have been determined as having some value (monetary) and to have such value an item must be scarce to some degree. Even though air is necessary (valuable in that sense) it is abundant not scarce.
5. Have students add to the variety of the list of items that have value as well as those that don't.
6. Ask students to indicate agreement or disagreement with the following statement. Have students explain answers. Define the terms "goods and services."

   "In every nation the resources used to produce goods and services are scarce."

   Bring out the following ideas... There is a shortage of farms, mines and factories in every country to produce all of the goods people need or desire. Money is a scarce resource. Few people or nations (if any) have enough money to buy all they want at the time they want it.

   People and nations must choose the best possible way to use their money and resources. Because of limited resources and unlimited needs and wants, nations and societies need to make choices.

Skills:

309-852
309-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies
TITLE: Scarcity

TOPIC: Economics
TIME SEGMENT: 2 class periods plus homework

309-601 (806)
D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE:

5. Allow students one week to survey newspapers and magazines for articles that are related to the problem of scarcity. They are to choose one article and answer as many of the following as possible. They may have to infer some of the answers.

   a. What is scarce?
   b. Who is affected by the scarcity?
   c. What are the effects?
   d. What, if anything, isbeing done about it?

The students should submit both the article and their answers. You may choose to have some report on their findings. Survey the class to determine how many different items or problems were found by the class. Discuss possible implications of their findings.

The students will explain the interdependence of people of the world which makes exchange and trade efficient and advantageous. (407) (I, V)

Secondary Social Studies

TITLE: International Trade Fair

TOPIC: Economics

TIME SEGMENT: 50 minutes

309-602 (407)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the interdependence of people of the world which makes exchange and trade efficient and advantageous.

MATERIALS:

Resource materials, almanacs, encyclopedias, textbooks, etc.

Felt markers, paper

EVALUATION:

The students will be able to explain the interdependence of people of the world which makes exchange and trade efficient and advantageous.

ADAPTATIONS:

If it would be more manageable, have two students assigned to one country.

PROCEDURE:

To the teacher:

1. The students should be given a background in the history of international trade. This would include such things as the barter system, growth from local and broader trade, role of money, influence of technology, specialization (division of labor) on the local, national, and international levels, improved transportation, refrigeration and freezing, the role of advertising, etc.

2. Explain how the nations of the world have become mutually dependent on the goods and services of other nations. Agreements between the commercial banks of various countries have made exporting and importing transactions easy. Actions by governments, such as the establishment of the International Monetary Fund, have further helped to simplify international trade.

3. Have the students each choose a country or assign them one. They should all be different countries. Tell the students that there will be an international trade fair.

4. Have resource materials available. Also have on hand felt markers and rectangles of paper on which the names of products of the countries could be written.

5. Allow a few minutes for the students to research their countries to find the chief products and exports. Have the students print the products on the paper with felt markers. The papers should be folded horizontally in the middle with the printing on the top half like this: WHEAT The bottom half becomes the base and may be secured to the student's desk top with tape: WHEAT In this way, the country's products may be displayed. The name of the country should also be posted.

Skills:

309-852
309-853
309-875

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies
TITLE: International Trade Fair

TOPIC: Economics
TIME SEGMENT: 50 minutes

309-602 (407)
D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE:

6. If possible, have the students put their desks in a circle so that everyone can see the other countries and their products. Tell the students that they are government officials for their countries and are in charge of regulating imports and exports. Have them decide on and write down the following:

   a. three products to import that the country could use and from which countries the products would be bought

   b. one export of this country that the student feels he could persuade another country to buy. Name the product and the other country. Then, go around the circle. Have the students tell what each has written down.

SECONDARY SOCIAL STUDIES ECONOMICS INSTRUCTIONAL OBJECTIVE 309-603

The students will explain how society can conserve natural resources. (605) (V)

Secondary Social Studies
TITLE: Conserving Our Natural Resources
TOPIC: Economics
TIME SEGMENT: 2 class periods
309-603 (605)
D

INSTRUCTIONAL OBJECTIVE:

The students will explain how society can conserve natural resources.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)

EVALUATION:

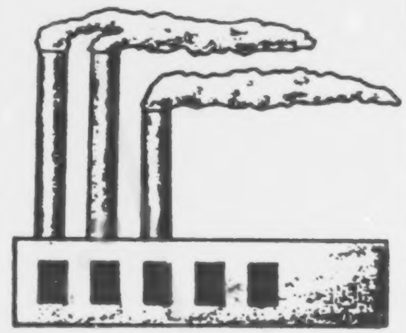
Students will generate ways society can conserve our natural resources. Oral reports and summary of notes will be to the satisfaction of the teacher.

ADAPTATIONS:

The teacher will feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:



1. Duplicate enough Student Information Sheets and Student Activity Sheets for the class.
2. Provide the class with a background for this activity.
3. As part of providing the background, the teacher should invite someone from the local power company or other related field to be a guest resource person to talk to the class concerning the problems of conserving natural resources. Instruct the students to take notes on the visitor's talk. Have the students summarize their notes and hand the summary to the teacher.
4. Next, divide the class into small groups.
5. Instruct them to read the Student Information Sheet.
6. Each group should then follow the Student Activity Sheet and generate ideas of how we can conserve the natural resources.
7. Provide time for each group to report back to the total class.

Skills:

309-827
309-852
309-853
309-875

Evaluation and Comments on Activity:

Students:

Teacher:

Secondary Social Studies TITLE: Conserving Our Natural Resources	TOPIC: Economics	Student Information Sheet	309-603 (605) D

One of the great challenges facing the world is the conservation or saving of our natural resources. The quality of life and progress of man is dependent upon such natural resources as the soil, water, coal, oil, trees, and minerals.

As the world's population has increased, so has the demand on these resources increased, especially in the area of energy fuels. People have often been careless in their use of our natural resources. Because these resources are abundant, people think that the supply will never run out. We have learned in recent years, however, that these resources can become scarce, and serious shortages can occur.

As the world's population grows, there are more and more people to feed. By using soil and water resources more wisely, people could increase production of food products.

The conservation of energy fuels is perhaps the greatest problem facing the world today. Some experts say we have only enough petroleum supplies to last fifty more years. Scientists are working to find new energy sources, and all of us are faced with the challenge to save energy in any way we can.

To the student:

With your small group, read the Student Information Sheet for this activity. Then, form the list of natural resources, choose two and discuss the questions below with your group. Choose a recorder to summarize your group's ideas and report back to the class.

1. Choose two of these natural resources:

soil
coal
forests
water
oil
other minerals

2. What kinds of demands are there on these natural resources?

3. What ways can man ease these demands through careful conservation? (Brainstorm by getting every idea possible from your group. Do not limit ideas by evaluating whether they are good ideas or not, just get all the ideas you can.)

4. Which of these ideas are the most practical ways of conserving the resources you have chosen?

The students will identify food guides such as the Index of Nutritional Quality, from other countries. (506) (N)

Secondary Social Studies TITLE: Food Guides from Other Countries	TOPIC: Economics TIME SEGMENT: 1 month	309-604 (306) D

INSTRUCTIONAL OBJECTIVE:

The students will identify food guides, such as the Index of Nutritional Quality, from other countries.

MATERIALS:

Student Information Sheets Pages 1, 2
Writing materials
Materials needed to perform nutrient addition: Food Profile Cards and Masterbook, found in your media center (sample included).

EVALUATION:

The students will demonstrate their understanding of the food guides of other countries compared with the U.S. Basic Four food groups guide by giving an oral summary that meets the teacher's criteria. The summary will compare the U.S. guide with that of a specific country chosen by the student.

ADAPTATIONS:

The teacher may adapt this activity to meet the needs of the class.

PROCEDURE:

To the teacher:

IND

1. Before this activity is completed, a discussion should be held tying this subject into the overall objective of this economics unit: Increased production and specialization have made the people of the world interdependent.

2. Have each student or a small group of students select a country he/she is interested in.

3. Each student will then write that country, requesting information concerning their food habits, specifically any food guide outlined for that population. Duplicate the addresses on the Student Information Sheets and post them in the classroom. For each country, the student(s) will prepare a summary to be given to the class. The summary should include:

   a. a comparison of the country's food guide with the Basic Four food groups
   b. an example of a "typical day's diet
   c. an evaluation of that diet by performing nutrient addition using the Food Profile Cards and Masterbook.

309-852
309-855
309-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Food Guides from Other Countries	TOPIC: Economics	Student Information Sheet Page 1	309-604 (506) D

The World Health Organization (WHO) can be helpful in sending such information to students. The following addresses may aid students in their search for these materials.

1. WHO (Headquarters): WHO
20th Ave. Appia
1211 Geneva 27
Switzerland

2. If a student has selected a country in Europe:
WHO
EURO
Regional Office for Europe
8 Scherfigsvej
Copenhagen, Denmark

3. If a student has selected a country in the Eastern Mediterranean area:
Regional Office for Eastern Mediterranean
EMRO WHO
Box 1517
Alexandria, Egypt

4. If a student has selected a country in Southeast Asia:
World Health House
SEARO
INODAPRASTHA State
Ring Road
New Delhi, India

5. If a student has selected a country in Africa:
Bureau Regional Pour la Frigue
ASRO
Organization Mondiale de la Sante
Biope Postale 6
Braccaville Republique de Congo

6. If a student selected a country in the Western Pacific:
WHO
WPRO
Regional Office Western Pacific
Taft Avenue Cor.
Isaac Peral Street
P. O. Box 2932
Manila Philippines

7. If a student selected a country in Latin America:
Dr. Susana Icasa
Nutrition Education Advisor
INCAP
Carreterra Roosevelt
Sona II
Guatemala City, Guatemala C. A.

8. If a student selected a "third world" or developing country, he/she should write to the "Ministry of Health" which is located in the capital city of the country. For example:
Ministry of Health
Guatemala City, Guatemala C. A.

9. If a student selected Canada as his/her country, the address is:
   Nutrition Division
   Ministry of Health
   Ottowa, Canada

Students may also be able to receive information from:

Food and Agriculture Organization of the
United Nations (FAO)
North American Regional Office
1325 C Street SW
Washington, D.C. 20025

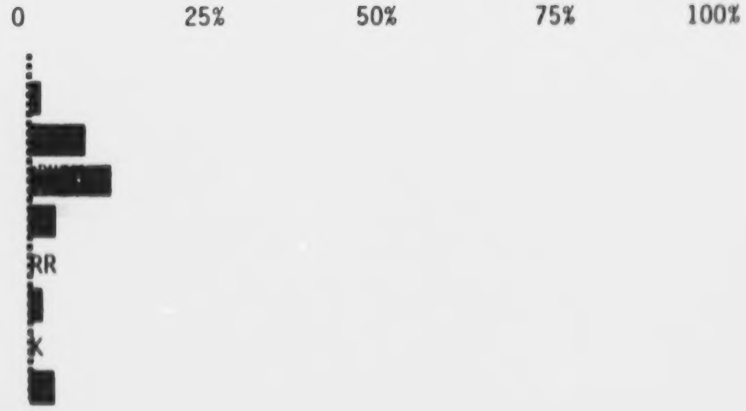
Food and Agriculture Organization (FAO)
Via delle Terma di Caracalla
0100 Rome, Italy

Lettuce

LETTUCE, CRISPHEAD VARIETY, RAW

1 CUP OR 70 GRAMS WHICH SUPPLY 9 KCAL OF ENERGY

NUTRIENT	AMOUNT		INQ	% STD
ENERGY	9	kcal	1.00	<1
PROTEIN	0.6	g	4.62	2
VITAMIN A	231	IU	18.46	7
VITAMIN C	4	mg	27.69	11
THIAMIN	0.04	mg	9.23	4
RIBOFLAVIN	0.04	mg	9.23	4
NIACIN	0.2	mg	3.46	1
CALCIUM	14	mg	4.62	2
IRON	0.4	mg	9.23	4



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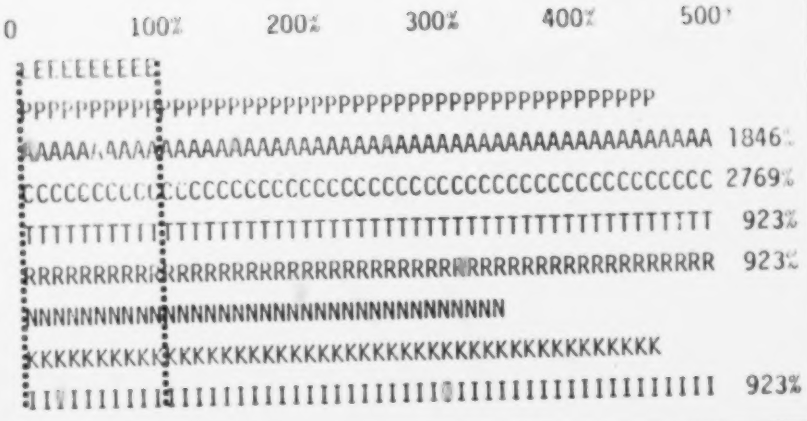
LETTUCE

LETTUCE, CRISPHEAD VARIETY, RAW
18462 GRAMS WHICH SUPPLY 2400 KCAL OF ENERGY

NUTRIENT	AMOUNT		INQ	% STD
ENERGY	2400	kcal	1.00	100
PROTEIN	166.[illegible]	g	4.62	462
VITAMIN A	60923	IU	18.46	1846
VITAMIN C	1108	mg	27.69	2769
THIAMIN	11.08	mg	9.23	923
RIBOFLAVIN	11.08	mg	9.23	923
NIACIN	55.4	mg	3.46	346
CALCIUM	3692	mg	4.62	462
IRON	92.3	mg	9.23	923



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2.3

212

The students will analyze the impact of geographical features on national identity. (103) (V)

Secondary Social Studies

TITLE: Geography and National Identity

TOPIC: Political Science

TIME SEGMENT: 1 class period

309-701 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will analyze the impact of geographical features on national identity.

MATERIALS:

Student Activity Sheet (Master included)
An atlas or other collection of maps or the map of Eurasia as found in a classroom textbook.

EVALUATION:

Using a map, students will be able to analyze the impact that a given country's geographical features has on the determination of boundaries for the country to the satisfaction of the teacher.

ADAPTATIONS:

Each country (or other countries) could be assigned to small groups to consider. Groups could then report back to the total class.

PROCEDURE:

To the teacher:

1. Duplicate enough of the Student Activity Sheet for the class.
2. Before this activity is assigned, provide a background for it through reading and class discussion.
3. Assign students to do this activity independently.
4. Make sure you have an atlas or other maps in addition to classroom textbooks for students to use as resources.
5. Establish procedures with the student before they begin.
6. If desired, countries may be assigned to small groups to work with. Time could then be provided to report back to the total group.

Skills:

309-375

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies
TITLE: Geography and National Identity
TOPIC: Political Science
Student Activity Sheet
309-701 (103)
D

To the student:

1. National identity is defined in this activity as the political boundaries that have been set for a given country.

2. Using a map of Eurasia as found in an Atlas or a textbook available in your classroom, examine closely the geographical features of the three countries listed below. On a separate piece of paper identify those features which you think have determined the boundaries of those countries.

3. Use the following countries:
   Egypt
   The United Kingdom
   Romania

4. Hint: Look at such geographical features as rivers and other bodies of water, mountain ranges, parallels of latitude and lines of longitude, deserts, etc. You may need to consult more detailed maps of the individual countries to determine the factors more accurately.

5. Put your paper in the place designated by your teacher.

The students will explain that beliefs and traditions of people reflect their national identity. (205) (V, I)

Secondary Social Studies

TITLE: Beliefs and Traditions

TOPIC: Political Science

TIME SEGMENT: 1 week

309-702 (205)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain that beliefs and traditions of people reflect their national identity.

MATERIALS:

Student Activity Sheet
(Master included)
Media resource materials

EVALUATION:

The student will complete the activities to the satisfaction of the teacher.

ADAPTATIONS:

This material could be put in a learning center.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the class.

2. Through selected reading and class discussion, the students should have a background for this activity before it is assigned.

3. Read over the activities on the Student Activity Sheet and assign the activities as you wish.

309-825
309-852
309-855
309-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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TITLE: Beliefs and Traditions	TOPIC: Political Science	Student Activity Sheet	309-702 (205) D

To the student:

What are traditions?
They are practices, beliefs, and customs which help shape a culture or social group.

In America there are many traditions which are part of our national identity. A foreigner observing American traditions would learn much about us. For example, suppose you're an Arab from Saudi Arabia. You come to Salt Lake City during the Christmas season. List the traditions you might see people engaged in. Write down what the traditions tell you about the values and interests of Salt Lakers. How would the traditions in Salt Lake be different from what people do in New York? San Francisco? Dingle, Idaho?

What are beliefs?
Make a list of your beliefs. Suppose you are a visitor to Salt Lake City from Nigeria. You come to Utah during the Christmas season. What beliefs would you think Salt Lakers had? Make a list of those beliefs.

How are your beliefs different from your traditions? Discuss this with someone in your class or write down an answer.

Do as many of the following activities as you are assigned:

1. Write a report about how traditions start. Pick any tradition about which you would like to write about.
2. Ask people you know about beliefs. What do they think are common beliefs held by most Americans? Be sure you talk to people of various ages. Report your findings to the class.

After you have finished this activity put it in the place designated by your teacher.

The students will explain the political ideologies of the following systems of government and explain why our form of government is superior: (a) Socialism, (b) Communism, (c) Fascism, (d) Democratic-representative. (412) (I, V)

Secondary Social Studies

TITLE: Four Systems of Government

TOPIC: Political Science

TIME SEGMENT: 2 class periods

309-703 (412)

D

INSTRUCTIONAL OBJECTIVE:
The students will explain the political ideologies of the following systems of government and explain why our form of government is superior: (a) Socialism (b) Communism (c) Fascism and (d) Democracy-representative.

MATERIALS:

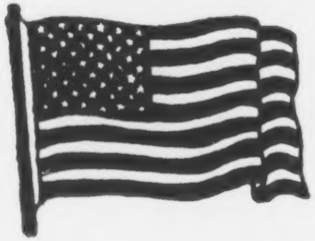
Student Information Sheets Pages 1-3
(Master included)
Textbooks, encyclopedias, etc.

EVALUATION: The students shall be able to explain to the teacher's satisfaction political ideologies of the following systems of government and explain why our form of government is superior: Socialism, Communism, Fascism and Democratic-representative.

ADAPTATIONS:

The teacher may wish to have the students decide which form of government is best, making sure that the conclusion is consistent with the Instructional Objective.

PROCEDURE:
To the teacher:



First day: Give students each a copy of the information sheet. Divide the class into four groups. Assign each group (1) a system of government to present in a favorable light and (2) one system to criticize. Each group should choose a spokesman.

Explain that you have inherited a small country and are wondering which form of government to set up. You have complete control of all areas of the government and military so you can do whatever you wish. However, you want to do what will be best for the most people.

Tell the class that their job is to convince you that their assigned form of government is best and that the others are wrong. Give them the rest of the period to do research and write arguments in favor of their "pro" country. Have them use the information sheet plus texts, encyclopedias or any other available materials. They should also write arguments against the other forms of government and specifically against the system they are assigned.

Make an overnight assignment to continue the research. They may wish to discuss the assignment at home for additional information. The students should be able to back up their claims.

Second day: Each group should take five minutes to incorporate any new ideas into the positive side of its argument. The positive aspects of each system should then be presented. The teacher will list on the board the main points as they are mentioned. Next, the students will give, by volunteering information on an individual basis from their seats, the criticisms of each system. These should be noted on the board beneath the arguments for the system.

Skills:

309-826
309-853
309-854

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies
TITLE: Four Systems of Government

TOPIC: Political Science
TIME SEGMENT: 2 class periods

309-703 (412)

D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE:

Continued:

After the arguments against the systems are given, allow time for a short rebuttal if any group wishes it. If any significant omissions or any mistakes in the claims are noted by the teacher, these should be corrected. The teacher will then give the decision and reasons for the decision which should agree with the Instructional Objective.

The meanings of the following words should be taught by the teacher if they are not understood by the students:

individual
social
people
country
dictatorship
government

Secondary Social Studies
TITLE: Four Systems of Government
TOPIC: Political Science
Student Information Sheet
Page 1
309-703 (412)
D

Socialism is the name given to a number of social movements. These movements are based on a set of principles that make up a social system. This system or theory is also called socialism.

A basic idea of this system is that the ownership and control of land and industry with its assets and profits belong to the people as a whole. With the members of the community deciding production policies, and owning and sharing everything, there should be equality, democracy, and brotherhood. The climate should be one of cooperation rather than competition and self-interest. A fair distribution of goods and services is thought to be more important than fast economic growth.

Under socialism, there should be no dictatorships. Some government force may be used, though, to keep things running well. Violence and revolution are thought to be an undesirable means of change.

Some socialists think that a mixed economy is best. In this, the government would own the basic businesses but would just regulate other industry which would be privately owned.

A number of social programs exist under socialism. Many socialist countries take excess wealth from the rich by taxation. The taxes go for aid to widows, those out of work, the aged, the handicapped and disabled, dependent children and other people in need. In some cases, there are free health services and schooling. Some governments help pay for housing costs. In most socialist countries, besides the dominant socialist principles, there are democratic ones in action as well.

Communists consider communism to be the final stage of socialism. It is to be a system that provides equality and economic security for everyone. There are to be no rich people and no poor. The people are to own everything together and share the results of their work. Under communism, there are to be so many goods produced that no one would be without the basic things of life.

A few people control the government. Those few belong to the Communist Party. Less than ten percent of the population in most countries is allowed to belong to the party.

In the most strictly communistic countries, nearly every aspect of a person's life is controlled. The party, the state, and the communist goals are all thought to be more important than individual rights and liberties. Education is controlled closely by the state. Industry, transportation, most farm land and natural resources are owned by the government. In some communist countries, though, there is private ownership with government control. What products and how much is produced is determined by the government.

Russia, the model communist country, has a constitution that guarantees its citizens free speech and freedom of the press and of assembly. Russians are supposed to have the right to a job, leisure, and to freedom of religious worship, among other things. However, open criticism of communism or the government officials is considered treason.

Since no country has been able to live communism in its ideal state, there have been some adaptations. Equal income and wealth are no longer goals. Cash awards are being given for higher or better production. In recent years, there appears to be a little more personal freedom and flexibility among the communists. Some of the earlier goals have been changed or ignored. Individuals now own some property, the amount and kind varies from country to country.

Fascism is a nationalistic movement. It occurs in most cases when a country has had some disaster. There may have been a major military defeat or an economic crisis. At these times, fascism appears to the people of the country to be a way to restore national pride and revive the economy. This form of government is most often led by a dictator who has great appeal for the people. Under him, an extreme patriotism is generated.

Fascism is a type of government that is built around military might. Its policies may be warlike and the country is likely to try expanding its borders. It is somewhat like communism, but industry remains in private hands with government regulation.

True democracy is a form of government in which the people get together and make decisions of government. The people rule themselves. There are too many people in democratic countries in these days for everyone to get together. Representative democracy has come into being. In a representative democracy, the people elect representatives who are responsible to them.

In a democracy, the individual is important. People are considered to have certain inherent rights that cannot be taken away. They are guaranteed basic individual freedoms such as speech, press, and religion, and equality under the law. These rights are to relate to all people regardless of race, sex, religion, or social standing.

Democratic government is based on laws. Usually there is a constitution that provides the foundation for the laws. Division of power is a necessary part of democracy. In the United States, there are three branches of government that divide the power. Under a democracy, there is private ownership of industry and it is quite free of government control. Labor unions are run by the workers for their own benefit, not for that of the state.

Democracy is a matter of degree. It is measured by how far or close to the ideal it lies. Many democratic governments have some aspects of socialism in them. Mail service, social security, health care, and the like are some of the areas that people have decided would be better handled by the government than the private sector. Under democracy, individual rights are stressed. However, in order to preserve democracy, the welfare of the country must be placed ahead of a citizen's own personal interests.

The students will identify the major types of map projections. (103)

Secondary Social Studies
TITLE: Map Projections

TOPIC: Geographic Skills
TIME SEGMENT: 1 class period

309-801 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will identify the major types of map projections.

MATERIALS:

Student Information Sheet Pages 1-4
Student Activity Sheet Pages 1, 2
(Masters included)
Paper

EVALUATION:

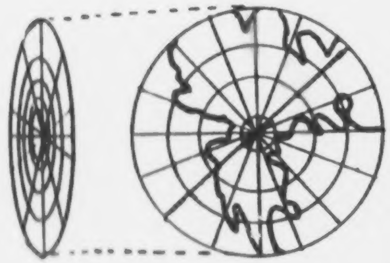
The students will identify the major types of map projections.

ADAPTATIONS:

The teacher may use this material in a learning center format.

PROCEDURE:

To the teacher:



1. Make copies of the Student Information Sheet and the Student Activity Sheet.

2. Give each student a copy of the Information Sheet and the Activity Sheet.

3. Provide the students with paper.

4. Have the students complete the activities listed on the Activity Sheet.

5. Provide a place for the students to put their completed work.

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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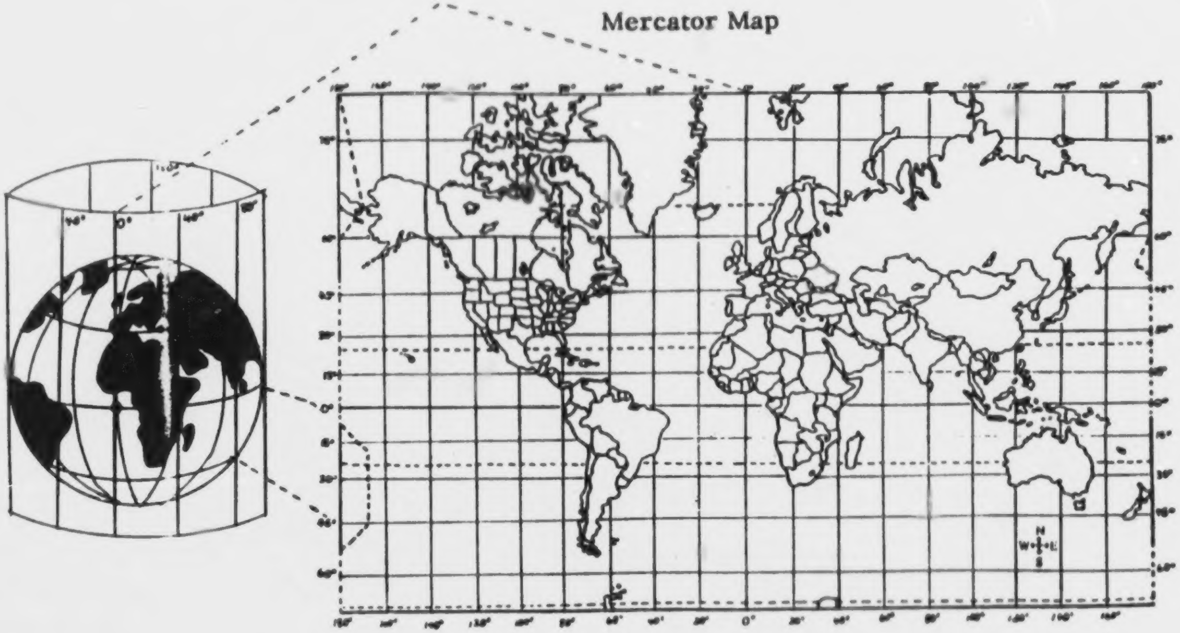
Secondary Social Studies TITLE: Map Projections	TOPIC: Geographic Skills	Student Information Sheet Page 1	309-801

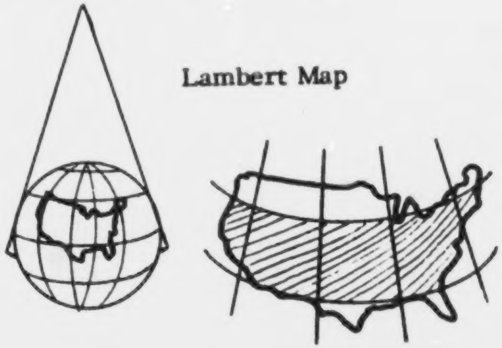
All flat drawings of the earth are called map projections. Map projections are made by drawing the features of the earth on a sheet of paper. Map projections are not as accurate as globes. Globes are more precise because they are spherical, like the earth. However, map projections are used more frequently than globes. Map projections are easy and practical to use. They can be folded up and carried from place to place. They are simple to use to find directions and distances.

There are several kinds of map projections. The most common ones are: mercator maps, lambert maps, gnomonic (Azimuthal-type) maps, interrupted maps and mollweide equal area maps.

Mercator Map



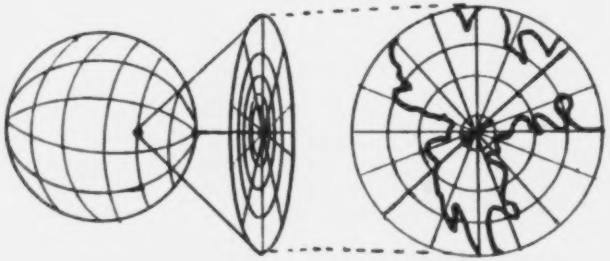
The Mercator map is made by placing a paper cylinder around a globe and extending the meridian lines from the equator onto the cylinder. When the cylinder is unrolled the meridians become straight vertical lines on the map. These lines do not meet at the poles like the ones on a globe do. Instead, they are spread out. Because of this, the land areas near the poles on a mercator map look larger than they really are. The areas near the equator are much more accurate. Sailors used this map for many years. The latitude lines on a Mercator map cross the meridians at right angles. This helped sailors find the direction they were traveling in and plot an exact course. The mercator map is sometimes called the sailors map.



Lambert Map

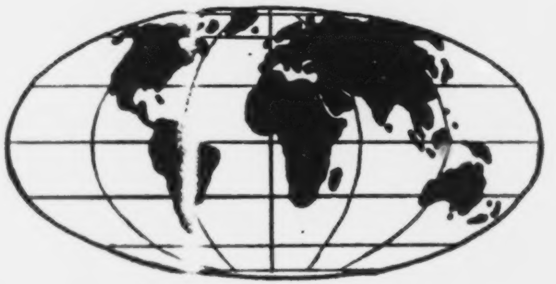
A lambert map is made by placing a paper cone over a globe. The base of the cone exactly matches a given latitude line. Lambert maps are very accurate for measuring distances and directions in the middle latitudes. Measuring from east to west is especially precise. Because of this, airplane pilots often use this kind of map to plot cross-country flights. The lambert map is less accurate near the poles and for measuring north to south distances. The latitudes or parallel lines on a lambert map appear to be curved. The meridians are straight, angled lines.

Gnomonic (Azimuthal-type) Map

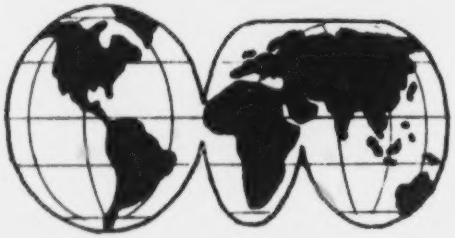


Gnomonic maps are azimuthal type projections. This means that the map maker used a paper circle placed with one spot on earth directly in the circles center to make the map. The land regions in the center of gnomonic maps are extremely accurate. The regions away from the center are extremely distorted. These maps are generally used to show the polar regions of earth. A straight line between any two ports on gnomonic maps is also the shortest route.

Mollweide Equal Area Map



Interrupted Map



Mollweide equal area maps and interrupted maps show land areas in true proportion. However, they are poor for showing distances and directions. Map makers generally use these maps to emphasize the shapes of the land names they wish to highlight.

Secondary Social Studies
TITLE: Map Projections
TOPIC: Geographic Skills
Student Activity Sheet
Page 1
309-801

To the student:

Put your name on a piece of paper. Read the Student Information Sheet. Complete the following activities.

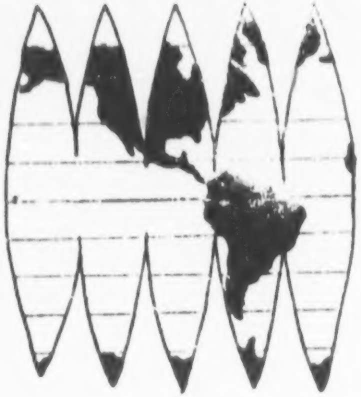
A. List the five kinds of map projections mentioned in the Student Information Sheet. Next to each map write one of its advantages and one of its disadvantages.

B. Look at the maps on the Map Activity Sheet. Answer the following questions.

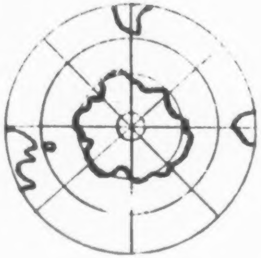
1. What kind of map projection is map 1?
2. What kind of map projection is map 2?
3. What kind of map projection is map 3?
4. What kind of map projection is map 4?
5. What kind of map projection is map 5?
6. Which map is sometimes called the sailors map? Explain your answer.
7. Which map would a polar expedition use? Explain your answer.
8. Which map could be called the flyers map? Explain your answer.

C. Put your work in the place set aside by your teacher.

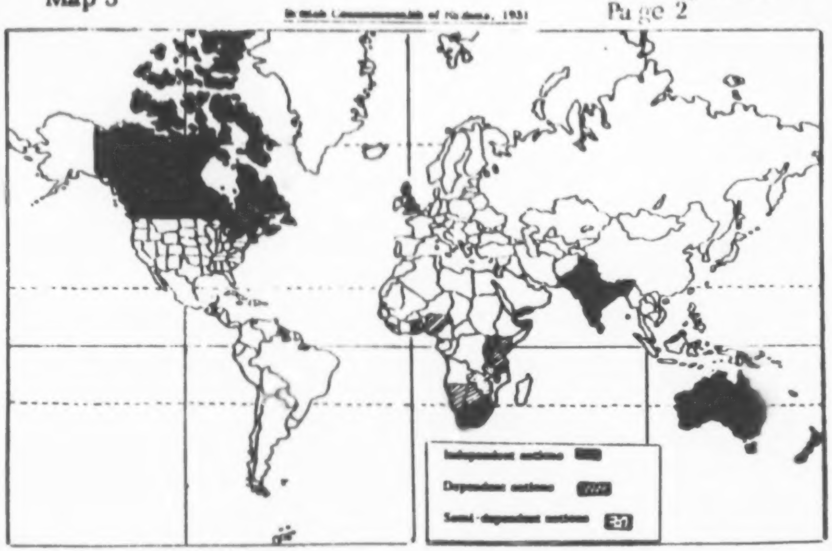
Map 1



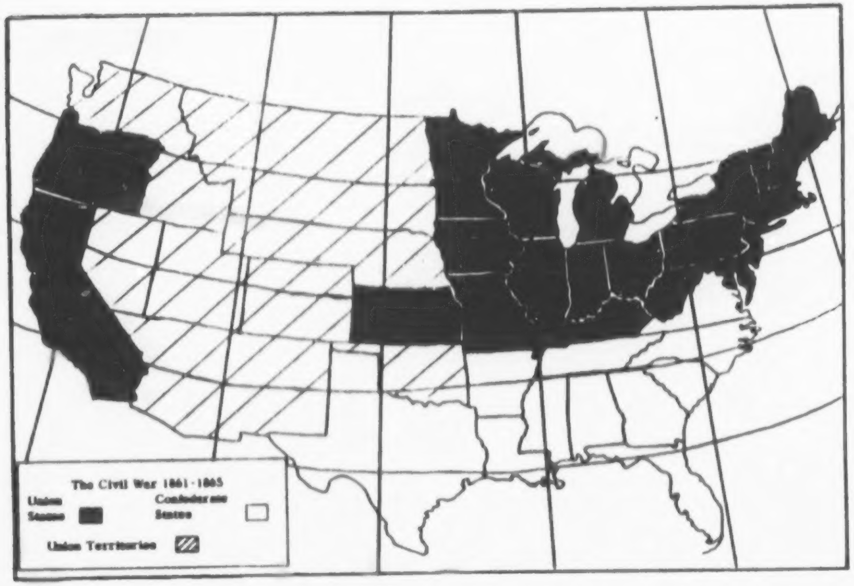
Map 2



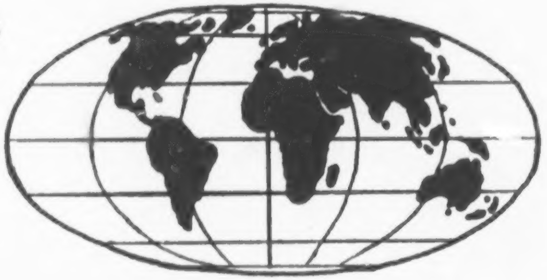
Map 3


British Commonwealth of Nations, 1931
Independent nations
Dependent nations
Semi-dependent nations

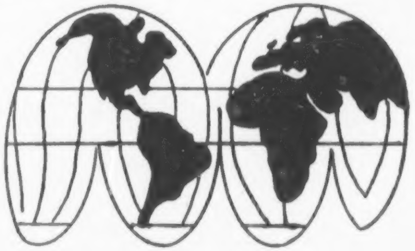
Map 4


The Civil War 1861-1865
Union States
Confederate States
Union Territories

Map 5



Map 6



The students will make a map properly oriented as to direction. (103)

Secondary Social Studies

TITLE: Making a Map

TOPIC: Geographic Skills

TIME SEGMENT: 30-40 minutes

309-802
309-804

D

INSTRUCTIONAL OBJECTIVE:

The students will make a map properly oriented as to direction. With the use of a map or globe, the students will identify home city, and state, land and water masses; demonstrate the use of common map abbreviation vocabulary, and map keys; the ability to illustrate images of major land forms and to make simple sketch maps.

MATERIALS:

Student Activity Sheet
(Master included)
Encyclopedias, textbooks, other sources countaining maps of your state
Art paper

EVALUATION:

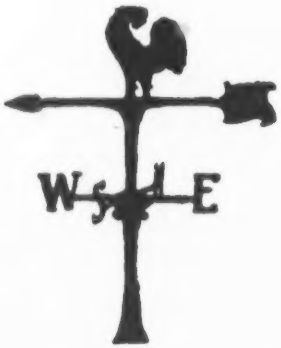
The students will be able to make a sketch map of their state showing understanding of the criteria in the objective.

ADAPTATIONS:

This material may be used in a learning center format.

PROCEDURE:

To the teacher:



1. Make copies of the Student Activity Sheet.
2. Give each student a copy of the activity sheet.
3. Provide students with art paper and colored pens or pencils.
4. Provide the students with encylopedias, social studies books, and other sources containing maps of your state.
5. Have the students complete the activities listed on the Student Activity Sheet.
6. Designate a place for the students to leave their completed work.

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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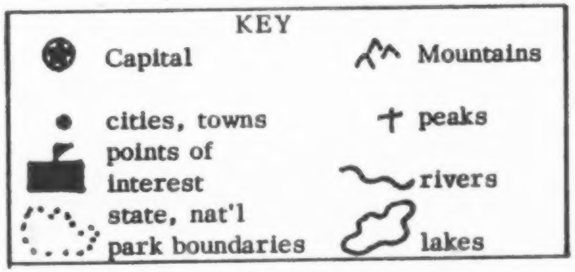
Secondary Social Studies TITLE: Making a Map	TOPIC: Geographic Skills	Student Activity Sheet	309-802, 804 D

To the student:

1. Find a map of your state in an encyclopedia, atlas, or social studies book. Put your name on a piece of art paper. Complete the following activities:

2. Using the map you found as a guide, draw a simple map of your state. Use the symbols in the key below to draw the features of your state. Write the name of the feature next to the symbol. The features you should include are:

   a. the state capital
   b. five major cities
   c. your home town or city (Underline)
   d. three points of interest
   e. two major rivers
   f. three major lakes
   g. three major mountain ranges
   h. two major mountain peaks
   i. one state or national park


KEY
Capital
Mountains
cities, towns
peaks
points of interest
rivers
state, nat'l park boundaries
lakes

3. When you are finished, put your completed map in the place designated by your teacher.

The students will read topographical maps by describing the terrain. (115)

Secondary Social Studies

TITLE: Topographical Maps

TOPIC: Geographical Skills

TIME SEGMENT: 30-40 minutes

309-803 (115)

D

INSTRUCTIONAL OBJECTIVE:

The students will read topographical maps by describing the terrain.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Resource material
Topographical maps

EVALUATION:

The student will be able to describe the terrain of a given topographical map.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Read through the information Sheet with the students. Explain plastic shading, altitude tinting, hachures, and contour lines to the students.

2. Show students an example of each of those four topographical methods and discuss how to read the maps.

3. Provide a topographical map for students to work with. Ask them to write a description of the terrain of the map you provide.

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: Topographical Maps	TOPIC: Geographic Skills	Student Information Sheet Student Activity Sheet	309-803 (115) D

Topography is the science of accurately drawing surface features. A region's topography includes roads, valleys, hills, lakes, bridges, streams, tunnels, tablelands, and mountains. Topographical maps show at a glance the terrain of any area. They make it easier to understand the geographic layout.

Some topographical maps use plastic shading to show relief. Sometimes the map even looks like a photograph. Altitude tinting is also used. A certain color is assigned to an elevation range. This method works well with small-scale maps which are viewed from a distance.

Many topographical maps use hachures and contour lines as well. Hachures are lines drawn parallel to each other to show the slope of the land and directions water would flow. Contour lines are graphic representations of ground contours drawn at specified elevations. The resulting line pattern help you understand the elevation and see where slopes are.

To the student:

1. Examine the topographical map provided by your teacher. Write a detailed description of the terrain of the map area.

2. When you have finished, put your paper in the place designated by your teacher.

This activity is located with
Objective 309-802

With the use of a map or globe, the students will identify home, city, and state land and water masses; demonstrate the use of common map abbreviations, vocabulary, and map keys; the ability to illustrate images of major land forms; and to make simple sketch maps. (103)

The students will find specific locations using city and state maps and interpret their symbols. (103)

Secondary Social Studies

TITLE: Finding Locations on Maps

TOPIC: Geographic Skills

TIME SEGMENT: 30-40 minutes

309-805 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will find specific locations using city and state maps and interpret their symbols.

MATERIALS:

Student Activity Sheet pages 1, 2
(Masters included)

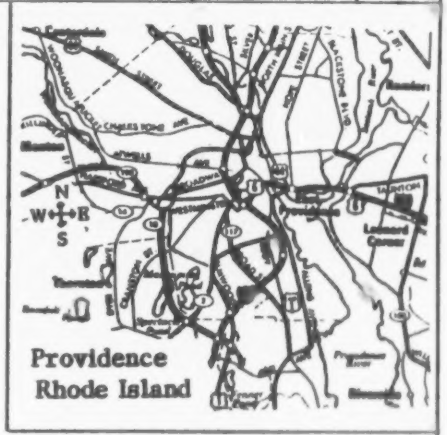
EVALUATION:

The students will be able to find specific locations using city and state maps and interpret their symbols.

ADAPTATIONS:

This material may be used in a learning center format.

PROCEDURE:



To the teacher:

1. Make copies of the Student Activity Sheets for the students.
2. Give each student a copy of the Student Activity Sheets.
3. Provide the students with paper.
4. Have the students complete the activities listed on the Student Activity Sheet.
5. Provide a place for the students to leave their completed work.

NOTE: The students must already know how to find coordinates in order to complete this activity.

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Finding Locations on a Map	TOPIC: Geographic Skills	Student Activity Sheet Page 1	309-805 D

To the student:

1. Put your name on a piece of paper. Then complete the activities below.

2. Find the coordinates of the following locations on Map A.

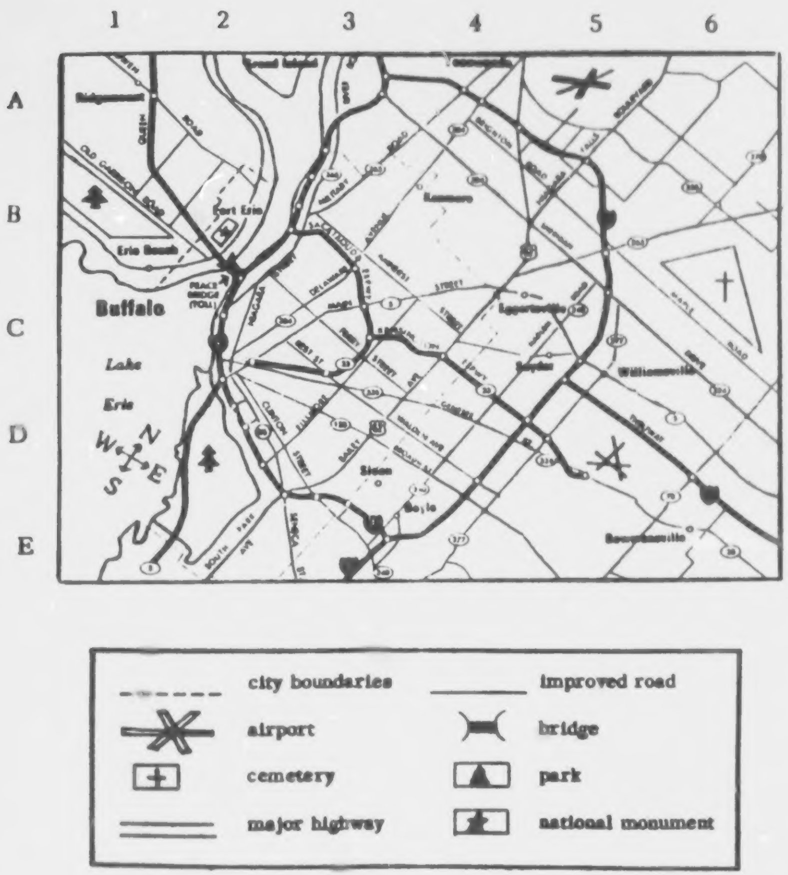
   a. a national monument
   b. Williamsville Cemetery
   c. Ridgemount
   d. Niagra Falls Boulevard airport
   e. Tonawanda
   f. Erie Beach Park
   g. Intersection of Harlem Road and Kensington Expressway
   h. left fork of Grand Island
   i. Doyle
   j. Peace Bridge
   k. Bowmansville airport
   l. South Park
   m. the beginning of Highway 90
   n. Intersection of Highway 263 and 270

3. Find the coordinates of the following locations on Map B.

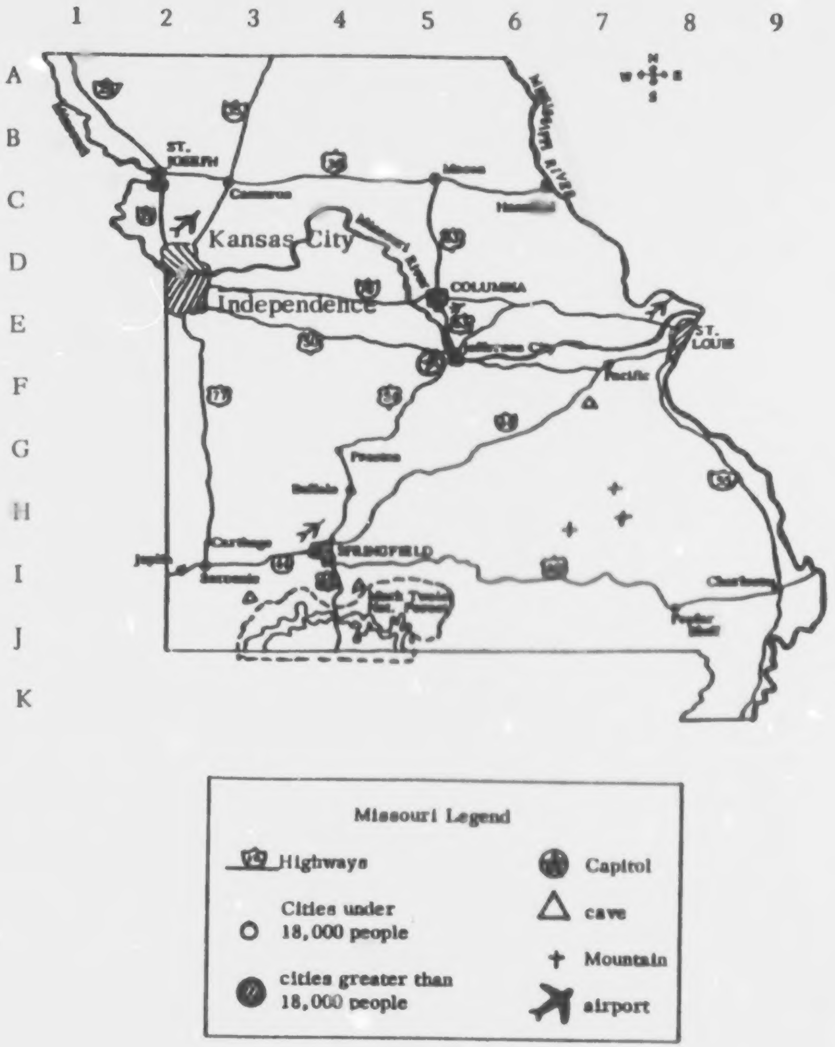
   a, b, c. each of the three mountains in southeast Missouri
   d. Kansas City airport
   e. Columbia airport
   f. the capital of Missouri
   g. Popular Bluff
   h. Hannibal
   i. Any city with a population over 18,000
   j. St. Louis airport
   k, l, m. each of the three caves
   n. Springfield airport

4. When you have finished this activity, put your paper in the place designated by your teacher.

Map A


1
2
3
4
5
6
A
B
C
D
E
Ridgemount
Grand Island
Tonawanda
Old Garrison Road
Fort Erie
Erie Beach
Peace Bridge (Toll)
Buffalo
Lake Erie
Kenmore
Eggertsville
Snyder
Williamsville
Sloan
Boyle
Bowmansville
Niagara
Delaware
Main Street
Sheridan
N
E
S
W
city boundaries
improved road
airport
bridge
cemetery
park
major highway
national monument

Map B


1
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S
W
St. Joseph
Cameron
Macon
Hannibal
Mississippi River
Kansas City
Independence
Missouri River
Columbia
Jefferson City
St. Louis
Pacific
Preston
Buffalo
Springfield
Carthage
Joplin
Sarcoxie
Mark Twain National Forest
Charleston
Poplar Bluff
Missouri Legend
Highways
Cities under 18,000 people
cities greater than 18,000 people
Capitol
cave
Mountain
airport

The students will use road atlases and road maps to plan a route to a given destination. (105)

Secondary Social Studies

TITLE: Planning a Route

TOPIC: Geographic Skills

TIME SEGMENT: 1 class period

309-806 (106)

D

INSTRUCTIONAL OBJECTIVE:

The students will use road atlases and road maps to plan a route to a given destination.

MATERIALS:

Student Activity Sheet Pages 1,2
Road map of Western U.S.
(Masters included)
Paper
Other road maps from atlases, state road maps, etc.
Red pencils and rulers

EVALUATION:

The student will successfully plan a route to the destination given in the activity.

ADAPTATIONS:

The teacher may use this activity in a learning center format. The teacher may use this activity in a small group format.

PROCEDURE:

To the teacher:

1. Make enough copies of the Student Activity Sheet and the road map of the Western United States for each student participating.

2. Give a copy of the activity sheet and the map to each student involved in the activity.

3. Provide each participating student with paper and a red pencil and a ruler.

4. Have the participating students complete the activities listed on the Student Activity Sheet.

5. Provide a place for the students to put their completed work.

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Planning a Route	TOPIC: Geographic Skills	Page 1 Student Activity Sheet	309-806 (106) D

Instructions: Put your name on a piece of paper and on your road map of the Western United States. Familiarize yourself with the map and the map's legend. Get a red pencil. Complete the following activities.

Plan a two week automobile trip from Salt Lake City, Utah, to Los Angeles, San Diego, and San Francisco, California. Your plans must include the following information:

1. Decide which towns you will stay overnight in on your trip. You may want to plan to stay in a town for more than one night. Write down the trip days on your paper as shown below. Write the name of the town you will stay in next to the appropriate day.

ex.	Day 1 Reno	Day 8
	Day 2	Day 9
	Day 3	Day 10
	Day 4	Day 11
	Day 5	Day 12
	Day 6	Day 13
	Day 7	Day 14 Salt Lake City

2. Plan the route you will travel.
   a. Draw a red star on your map next to the places in which you will stay overnight.
   b. Trace in red, the roads on which you will travel.
   c. Using your road map as a guide, write down on your paper, day by day, the roads you will travel on, the towns you will pass through and stay in, and the direction you will take in the order of your trip. (If more than one number is on the same road, use the Interstate number.)

example
Day 1 West from Salt Lake City on Interstate 80 through Wendover, Elko, and Winnemucca to Reno.
Day 2 West from Reno on Interstate 80 through Sacramento to San Francisco.

Secondary Social Studies TITLE: Planning a Route	TOPIC: Geographic Skills	Page 2 Student Activity Sheet	309-806 (106) D

3. Determine approximately how many miles you will travel each day on your trip. Use the map, the map's scale and a ruler to help you. For places you will stay in more than one day figure 50 miles in town mileage per day. Add the day's mileage together for a grand total of the miles you will travel on your trip. Write the total on your paper.

   ex. Day 1 Salt Lake City to Reno 450 miles
   Day 2 Reno to San Francisco 200 miles

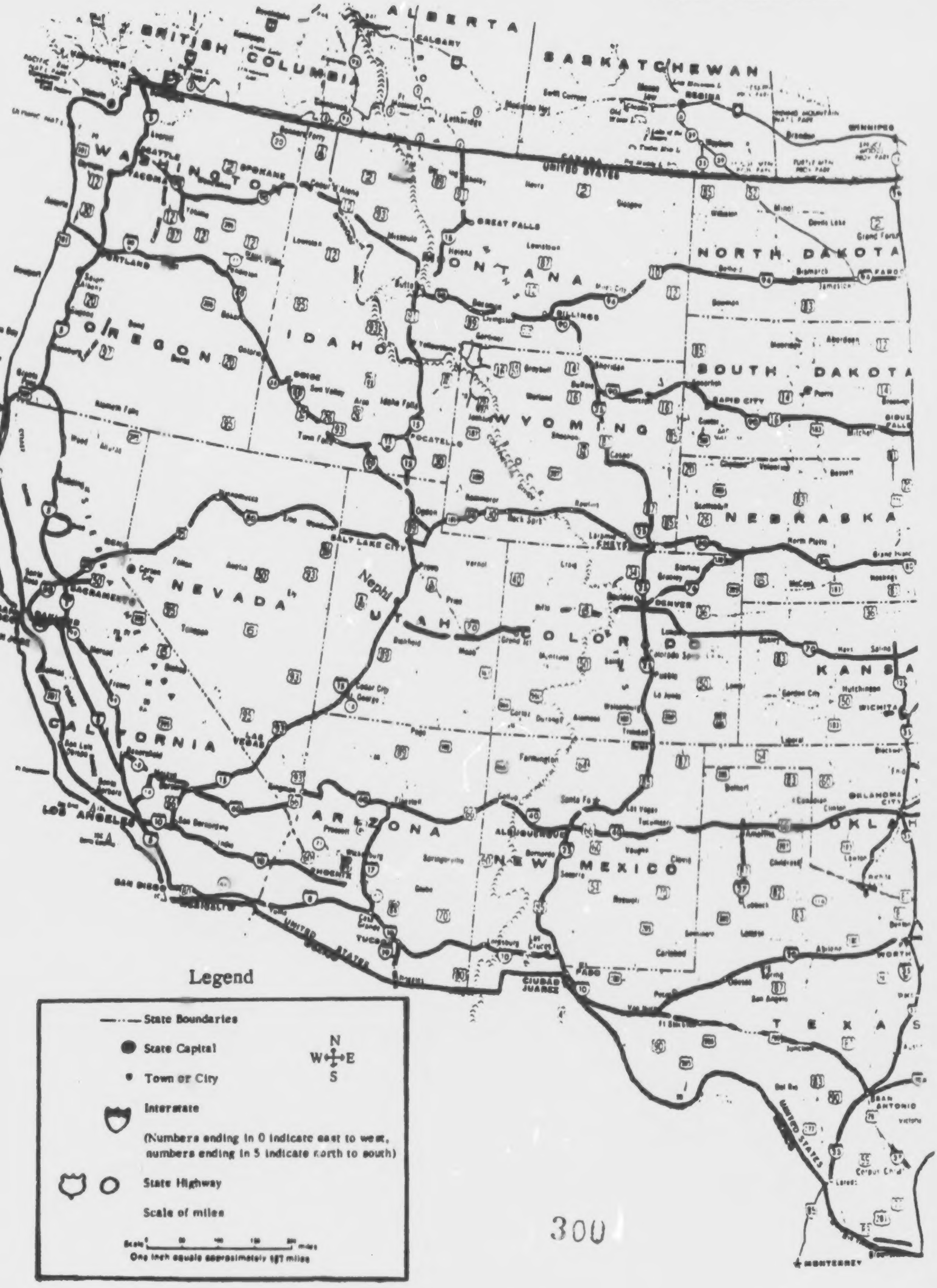
4. Determine approximately how many hours you will travel each day. Use the mileage you arrived at in activity 3. Figure that you are traveling at 55 miles per hour.

   ex. Day 1 Salt Lake City to Reno 8 hours 15 min.

5. Figure out how much the gas for the trip will cost and write the answer on your paper. Assume that your car gets 20 miles to the gallon and that gas costs $1.50 per gallon. (To arrive at the answer divide the total mileage you found in activity 3 by 20. Then multiply that answer by $1.50).

6. Put your map and your paper in the place designated by your teacher.

Western United States


ALBERTA
BRITISH COLUMBIA
SASKATCHEWAN
CALGARY
REGINA
WINNIPEG
CANADA
UNITED STATES
WASHINGTON
SEATTLE
TACOMA
SPOKANE
OREGON
PORTLAND
IDAHO
BOISE
POCATELLO
MONTANA
GREAT FALLS
BILLINGS
NORTH DAKOTA
FARGO
SOUTH DAKOTA
RAPID CITY
WYOMING
CHEYENNE
NEBRASKA
NEVADA
RENO
LAS VEGAS
UTAH
SALT LAKE CITY
Nephi
COLORADO
DENVER
KANSAS
WICHITA
CALIFORNIA
SAN FRANCISCO
SACRAMENTO
SAN JOSE
LOS ANGELES
SAN DIEGO
ARIZONA
PHOENIX
TUCSON
NEW MEXICO
ALBUQUERQUE
EL PASO
CIUDAD JUAREZ
OKLAHOMA CITY
TEXAS
SAN ANTONIO
MONTERREY
Legend
State Boundaries
State Capital
Town or City
Interstate
(Numbers ending in 0 indicate east to west, numbers ending in 5 indicate north to south)
State Highway
Scale of miles
N
W
E
S
One inch equals approximately 137 miles

BEST COPY AVAILABLE

The students will detect distances using a scale of miles, compute distances between two points on maps of different scale, estimate distance on a globe using latitude and longitude, and develop the habit of checking scale on all maps before they are used. (103)

Secondary Social Studies TITLE: Determining Distances on a Map	TOPIC: Geographic Skills TIME SEGMENT: 1 class period	309-807 (103) D

INSTRUCTIONAL OBJECTIVE:

The students will detect distances using a scale of miles, compute distances between two points on maps of different scale and develop the habit of checking scale on all maps before they are used.

MATERIALS:

Student Activity Sheet Pages 1,2
United States map
(Masters included)

EVALUATION:

The students will use a scale to detect and determine distances on two different maps included in this activity.

ADAPTATIONS:

The teacher may use this material in a learning center format.

PROCEDURE:

To the teacher:

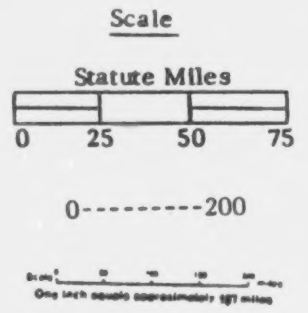
1. Make copies of the Student Activity Sheets and the United States map.

2. Give each student a copy of the Activity Sheet and the map.

3. Provide each student with a piece of paper.

4. Have the students complete the activities on the Student Activity Sheet.

5. Provide a place for the students to put their completed work.



Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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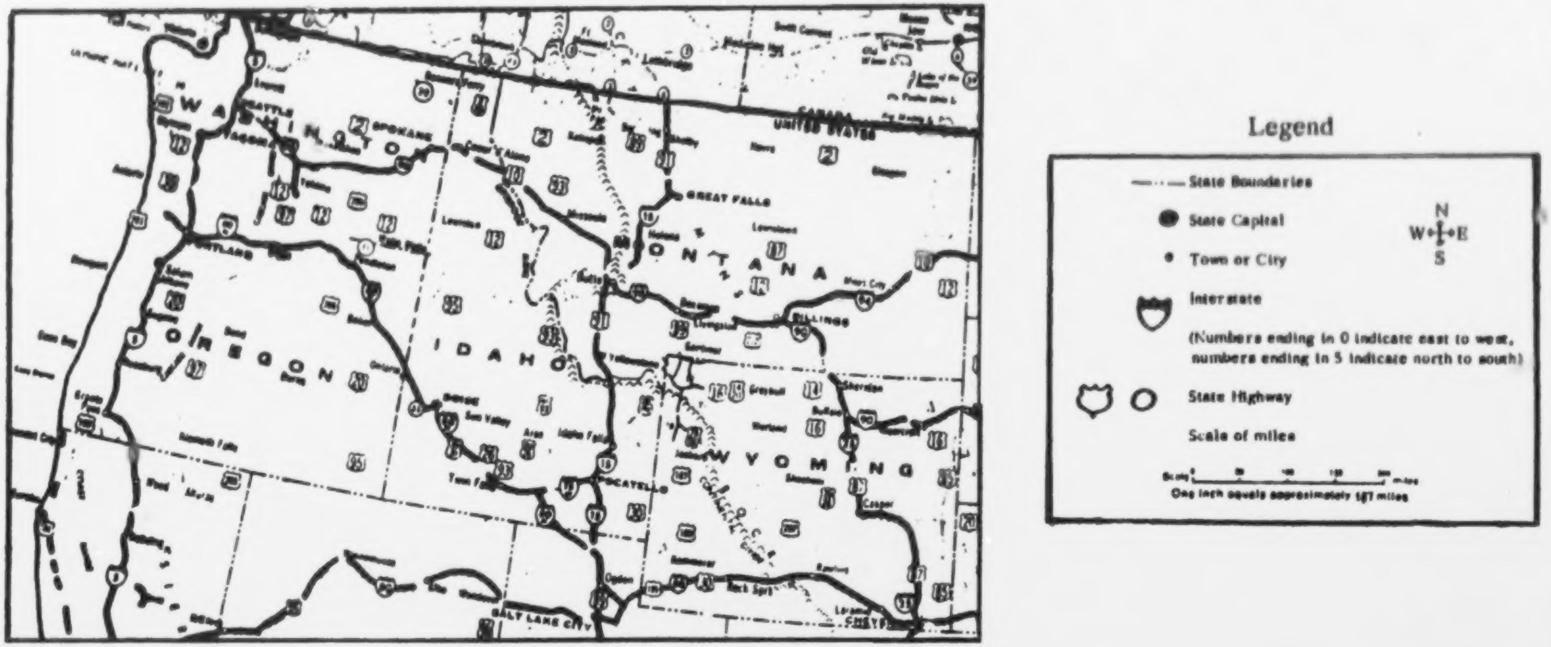
Secondary Social Studies TITLE: Determining Distances on a Map	TOPIC: Geographic Skills	Student Activity Sheet Page 1	309-807 (103) D

To the student: Put your name on a piece of paper and on the United States map. Complete the following activities.

1. Look at Map # 1


WASHINGTON
SEATTLE
SPOKANE
PORTLAND
OREGON
IDAHO
BOISE
POCATELLO
MONTANA
GREAT FALLS
BILLINGS
WYOMING
Ogden
SALT LAKE CITY
CANADA
UNITED STATES
Legend
State Boundaries
State Capital
Town or City
Interstate
(Numbers ending in 0 indicate east to west, numbers ending in 5 indicate north to south)
State Highway
Scale of miles
0
50
100
150
200
miles
One inch equals approximately 127 miles
N
W
E
S

Use the map's scale and a ruler to determine the following distances.

a. How many miles is it from Coeur'd Alene, Idaho, to Pocatello, Idaho, traveling on Highway 10 and Highway 91.
b. How many miles would it be from Coeur'd Alene to Pocatello if you could travel in a straight line?
c. How many miles is it from Ogden, Utah, to the Canadian border, traveling on Interstate 15 (Highway 91)?

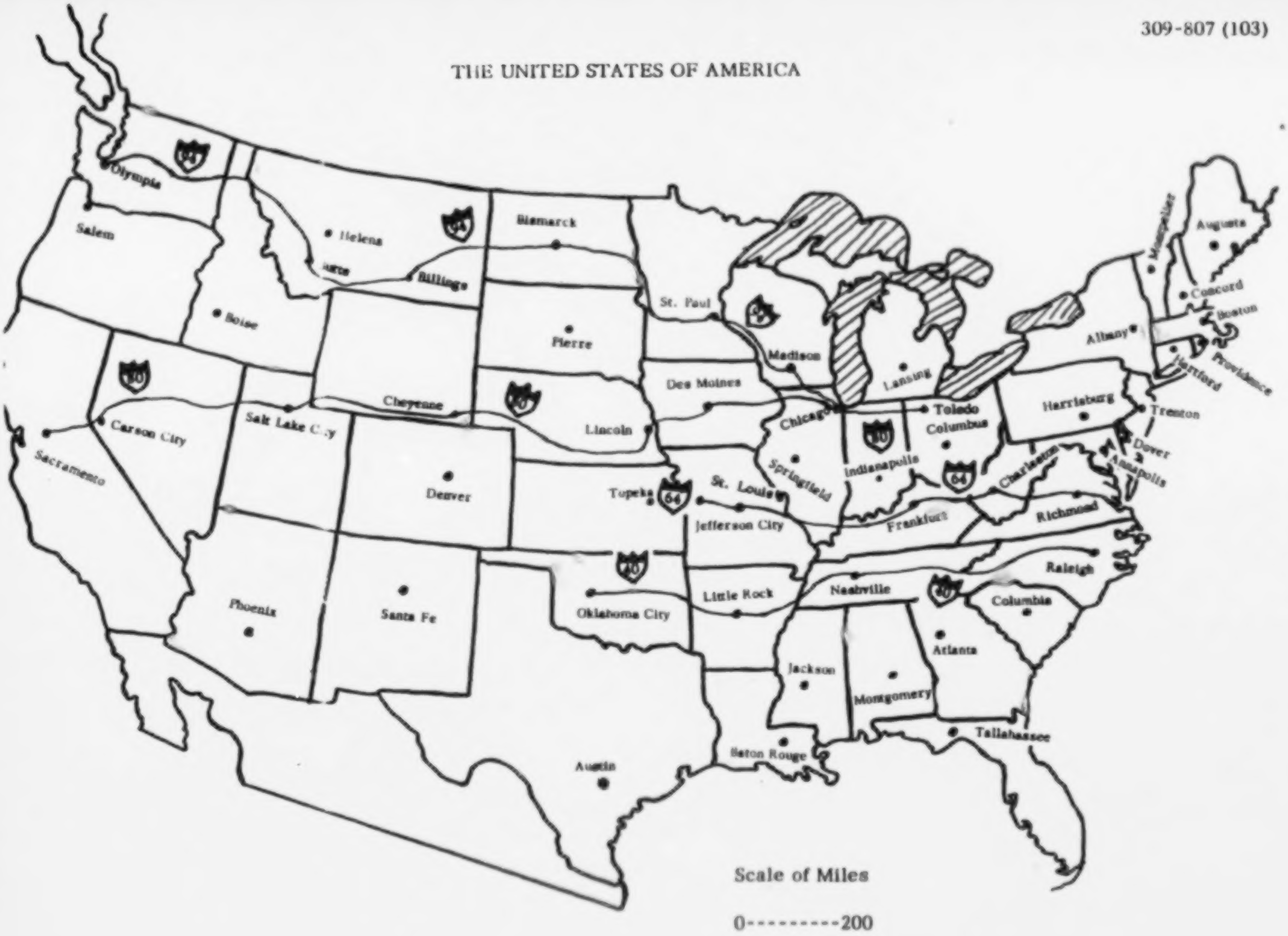
d. Which route to Cheyenne, Wyoming, from Butte, Montana, has the least total mileage?
  1) Interstate 15 (Highway 91) south to Salt Lake City, then Interstate 80 to Cheyenne.
  or
  2) Interstate 90 east and then southeast to Buffalo, Wyoming, then Interstate 25 (Highway 87) south to Cheyenne.

e. How many miles wide is Montana at its widest point?

2. Look at the United States map. Use the map's scale and an ruler to determine the following distances.
  a. How many miles is it from Carson City, Nevada to Lincoln, Nebraska, traveling on Interstate 80?
  b. Which route to Chicago, Illinois, has the least total mileage?
    1) Butte, Montana, east on I-94 to Chicago.
    or
    2) Salt Lake City, Utah, on I-80 east to Chicago.
  c. Which road is longer, I-64 or I-40?
  How many miles long is the longer road?
  d. How many miles would a straight road from Sacramento, California, to Boston, Massachusetts, be?

3. Put your completed work in the place designated by your teacher.

THE UNITED STATES OF AMERICA


94
Olympia
Salem
Helena
94
Butte
Billings
Bismarck
Boise
Pierre
St. Paul
94
Madison
90
Carson City
Salt Lake City
Cheyenne
80
Lincoln
Des Moines
Sacramento
Denver
Topeka
64
St. Louis
Jefferson City
Springfield
Chicago
80
Indianapolis
Lansing
Toledo
Columbus
64
Charleston
Frankfort
Harrisburg
Trenton
Dover
Annapolis
Richmond
Albany
Montpelier
Augusta
Concord
Boston
Hartford
Providence
40
Oklahoma City
Little Rock
Nashville
40
Raleigh
Columbia
Atlanta
Phoenix
Santa Fe
Jackson
Montgomery
Tallahassee
Baton Rouge
Austin
Scale of Miles
0---------200

The students will explain map symbols and indicate what they represent. (115)

Secondary Social Studies
TITLE: Map Symbols

TOPIC: Geographic Skills
TIME SEGMENT: 25-30 minutes

309-808 (115)
D

INSTRUCTIONAL OBJECTIVE:

The students will explain map symbols and indicate what they represent.

MATERIALS:

Student Activity Sheets Pages 1-4
(Masters included)
Textbooks, atlases, encyclopedias containing maps.

EVALUATION:

The students will accurately complete the activities on the Student Activity Sheets

ADAPTATIONS:

The teacher may use this material in a learning center format.

PROCEDURE:

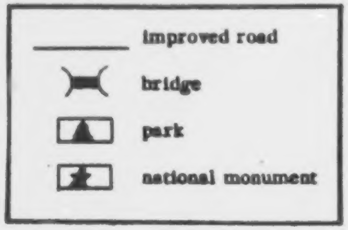
To the teacher:

1. Make copies of the Student Activity Sheets for those students participating.

2. Give each student a copy of the Student Activity Sheets and a piece of paper.

3. Have the students complete the activities listed on the Student Activity Sheets.

4. Provide a place for the students to put their completed work.



Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: Map Symbols	TOPIC: Geographic Skills	Student Activity Sheet Page 1	309-808 (115) D

To the student: Put your name on a piece of paper. Read the paragraph below. Complete the activities.

Symbols are very important to mapmakers. Symbols represent the man-made and natural characteristics of a given area. Symbols make it possible to put many different kinds of information on a small map.

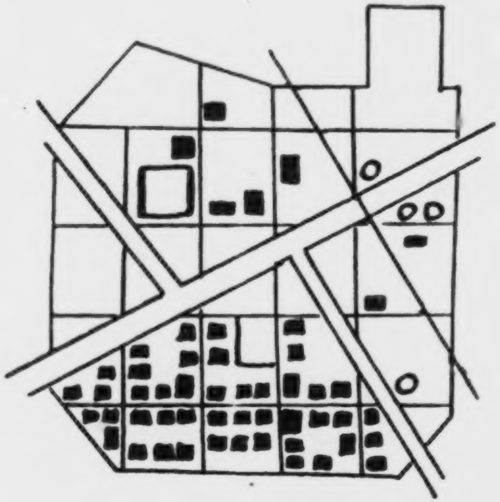
1. Look at the maps on the following page. Map #1 uses symbols, but they are not very specific. Map #1 tells you that there are buildings and roads in this area, but not much else. Map #2 is very different from Map #1. Map #2 has symbols that give much more information about the same area.

Answer the following questions on your paper:

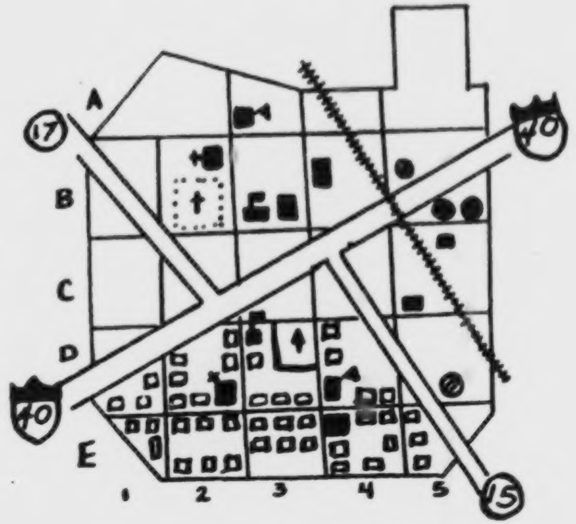
a. Which block has two oil storage tanks, block B-5 or block D-5? Which map did you use to find the answer?
b. Where do most of the people in this town live? What symbols did you use to get this answer?
c. Which blocks have a church?
d. Which blocks have schools?
e. What block has a public building and a park.
f. Which map, map 1 or map 2, is the best map? Write a paragraph explaining your answer.

Secondary Social Studies TITLE: Map Symbols	TOPIC: Geographic Skills	Student Activity Sheet Page 2	309-808 (115)

Map 1



Map 2



Legend

▭ roads

■ buildings

○ storage tanks

Legend

1-5 East to West blocks

A-E North to South blocks

━ Railroad

— Improved Roads

▭ Highways

○ State

Interstate

N
W E
S

Schools

Church

▭ house

■ commercial buildings

public buildings

cemetery

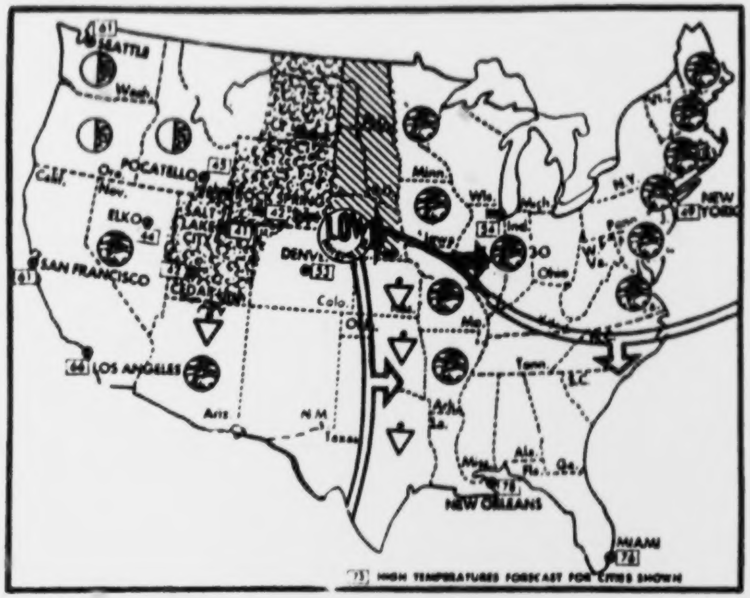
park

● oil or gas storage tank

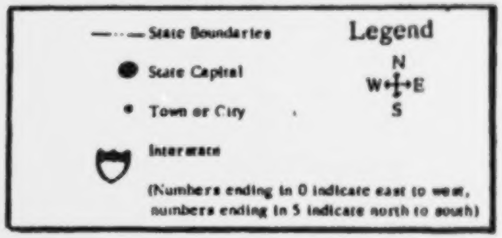
⊘ water storage tank

2. Look at Map 3 below and legends A and B below.

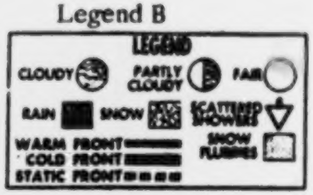
Map 3


SEATTLE
Wash.
Ore.
Calif.
Nev.
POCATELLO
ELKO
SALT LAKE CITY
SAN FRANCISCO
LOS ANGELES
DENVER
Colo.
LOW
Ariz.
N.M.
Texas
Minn.
Wis.
Mich.
Iowa
Ind.
Ohio
Mo.
Ark.
La.
Tenn.
N.C.
Ala.
Ga.
Miss.
Fla.
N.Y.
Penn.
W. Va.
NEW YORK
NEW ORLEANS
MIAMI
75 HIGH TEMPERATURES FORECAST FOR CITIES SHOWN

Legend A


State Boundaries
State Capital
Town or City
Interstate
(Numbers ending in 0 indicate east to west, numbers ending in 5 indicate north to south)
Legend
N
W
E
S

Legend B

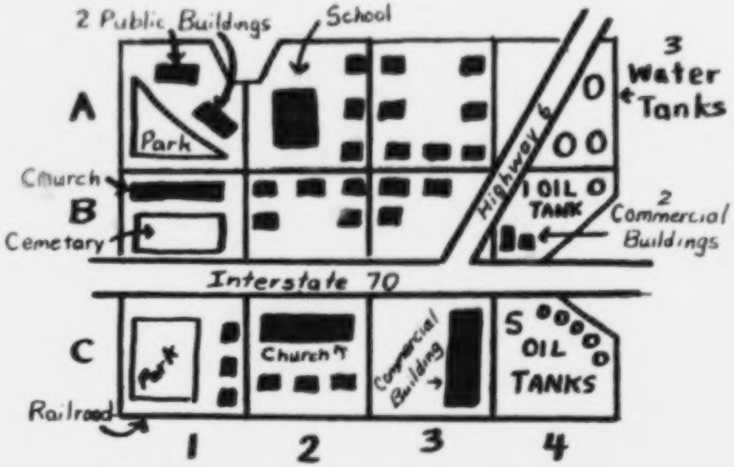

LEGEND
CLOUDY
PARTLY CLOUDY
FAIR
RAIN
SNOW
SCATTERED SHOWERS
WARM FRONT
COLD FRONT
STATIC FRONT
SNOW FLURRIES

Answer the following questions on your paper.

a. Which states had a forcast for snow? Which legend, A or B, did you use to find out?
b. What kind of map could Legend A be used for?
c. What was the weather like in Oklahoma? What symbol did you use to get this answer?
d. Why did you need a legend to interpret the symbols on the map? Write a paragraph explaining your answer.

Secondary Social Studies TITLE: Map Symbols	TOPIC: Geographic Skills	Student Activity Sheet Page 4	309-808 (115)

3. Redraw the map below using symbols. Buildings that are not labeled on the map are houses. Put a legend at the bottom of your map explaining the symbols you used.


2 Public Buildings
School
3 Water Tanks
A
Park
Church
B
Cemetary
Highway 6
1 OIL TANK
2 Commercial Buildings
Interstate 70
C
Park
Church
Commercial Building
5 OIL TANKS
Railroad
1
2
3
4

Put your completed work in the place designated by your teacher.

SECONDARY SOCIAL STUDIES GEOGRAPHIC SKILLS INSTRUCTIONAL OBJECTIVE 309-809

The students will compare various maps to identify which type is most appropriate to show geographic setting of historical and current events. (103)

Secondary Social Studies
TITLE: Maps for Historical and Current Events

TOPIC: Geographic Skills
TIME SEGMENT: 1 class period

309-809 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will compare various maps to identify which type is most appropriate to show geographic setting of historical and current events.

MATERIALS:

Student Activity Sheet Page 1,2
Map activity sheet Pages 3-5
(Masters included)
Sources containing United States maps
and Western Hemisphere maps
Paper

EVALUATION:

The students will determine which current and historical events go with various maps.

ADAPTATIONS:

This material may be used in a learning center format.

PROCEDURE:

Allies
Central Powers
Neutral

To the teacher:

1. Make copies of the Student Activity Sheets and the map activity sheets for those students participating.

2. Give each student a copy of the Student Activity Sheets and the map activity sheets.

3. Provide the students with paper.

4. Provide the students with sources (atlases, encyclopedias, etc.) containing United States maps and Western Hemisphere maps.

5. Have the students complete the activities listed on the Student Activity Sheets.

6. Designate a place for the students to leave their completed work.

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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____

Secondary Social Studies TITLE: Maps for Historical and Current Events	TOPIC: Geographic Skills	Student Activity Sheet Page 1	309-809 D

To the student: Put your name on a piece of paper and on the map activity sheets. Complete the following activities.

A. Maps are often used by TV producers to show where current events took place. Look at map activity sheet 3. Imagine that you are the producer of a large TV news show. You must determine which maps to use for the following news stories. Write the map # next to the appropriate news story on your paper.

1. Thirty car crash on Highway 50 in Jefferson City.
2. Three sites approved in Providence for halfway houses.
3. Hurricane Alan creates havok in Rhode Island bay areas.
4. Secretary of Transportation dedicates new Missouri State Highway system.
5. Controversial missile sites selected throughout Rhode Island.
6. Boy Scouts retrace pioneer trail on foot from St. Louis, Missouri to Independence.
7. Jefferson City Marathon to follow new route.
8. Arson-set fires put out in East Providence, Powtuxet, and Leonard Corner.
9. Ten radiation dump sites discovered in Northern and Central Rhode Island.
10. Mark Twain traveling musuem to visit Springfield, Hannibal, St. Louis, and Columbia.
11. International Bank opens 7 new branches in Providence, Rhode Island.
12. Two barges stranded on sandbar in Missouri River after flash flood.

B. Maps are frequently used to show the setting of historical events. Look at map activity sheet 3. Imagine that you are a cataloguer for the Library of Congress. You need to cross reference these maps to the appropriate materials already listed in the Library of Congress. Write the map # next to the materials they apply to on your paper. (More than one map may apply to each material.)

1. "Our World and its History"
2. "A Nation Divided Against Itself"
3. The History of the New World
4. The War to End All Wars
5. Spanish Conquests and Colonies
6. The Rise and Fall of the Confederacy
7. America 1500 - 1776
8. A History of Warfare
9. Slavery In America

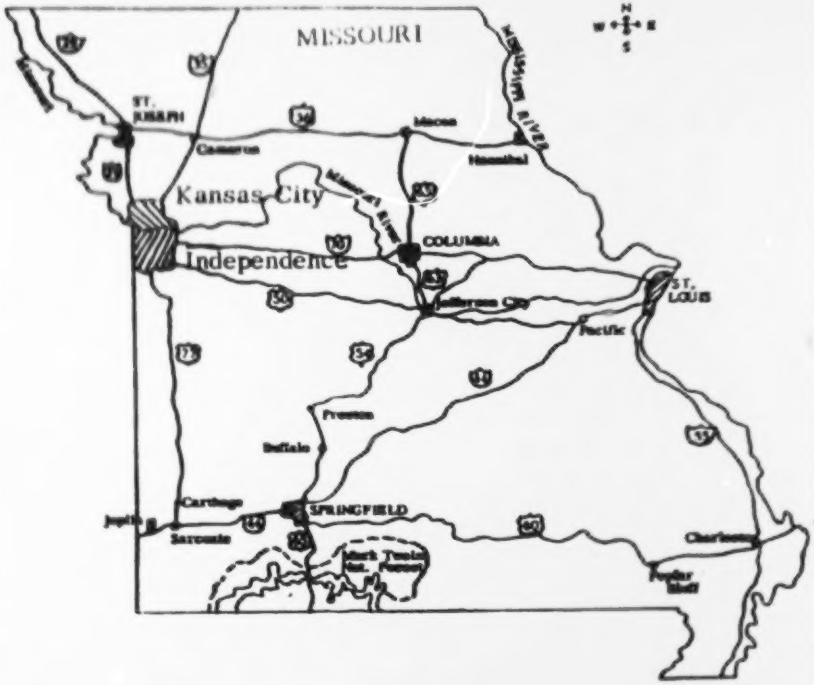
C. Map Activity Sheet 3 contains three maps. Pick the appropriate maps and change, color or add to them to depict the following events:

1. Eight banks have been robbed in Salt Lake City during the last three weeks. The banks were next to major freeways, either I-80 or I-15 in South Salt Lake, Murray, Crescent, Taylorsville, Sugar House, Granger, Midvale, and Sandy.
2. The Organization of American States (OAS), was founded in 1948 to help countries in the Western Hemisphere work together. The countries belonging to the OAS are, Argentina, Bolivia, Brazil, Chili, Columbia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, United States, Uruguay, and Venezuela. You may look for and use a map of the Western Hemisphere to help you with this activity.

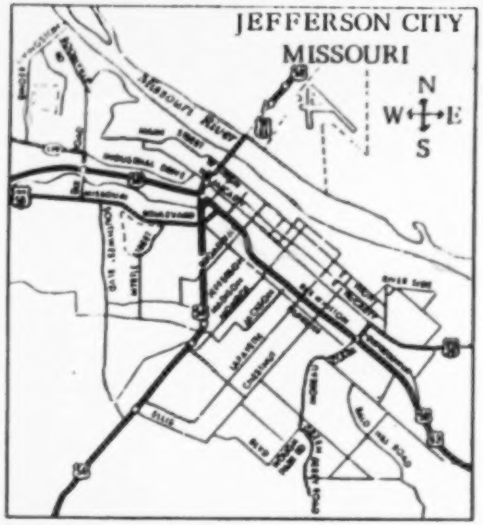
3. In 1948, Truman, a Democrat, won the Presidential election. Connecticut, Delaware, Indiana, Kansas, Maine, Maryland, Michigan, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Oregon, Pennsylvania, South Dakota, and Vermont voted Republican. Alabama, Louisianna, Mississippi, South Carolina voted for Independent candidates. Tennessee split the vote, half Democrat, half Republican. The rest of the states voted for Truman. You may look for and use a map of the United States to help you with this activity.

D. Put your completed work in the place designated by your teacher.

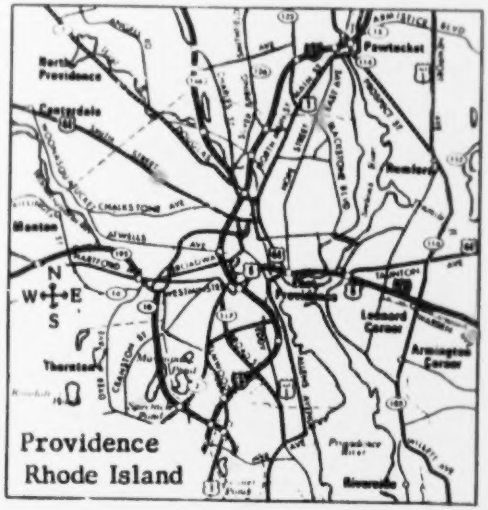
Map 1


MISSOURI
N
W
E
S
ST. JOSEPH
Cameron
Macon
Hannibal
Mississippi River
Missouri River
Kansas City
Independence
COLUMBIA
Jefferson City
ST. LOUIS
Pacific
Preston
Buffalo
SPRINGFIELD
Carthage
Joplin
Sarcoxie
Mark Twain Nat. Forest
Charleston
Poplar Bluff

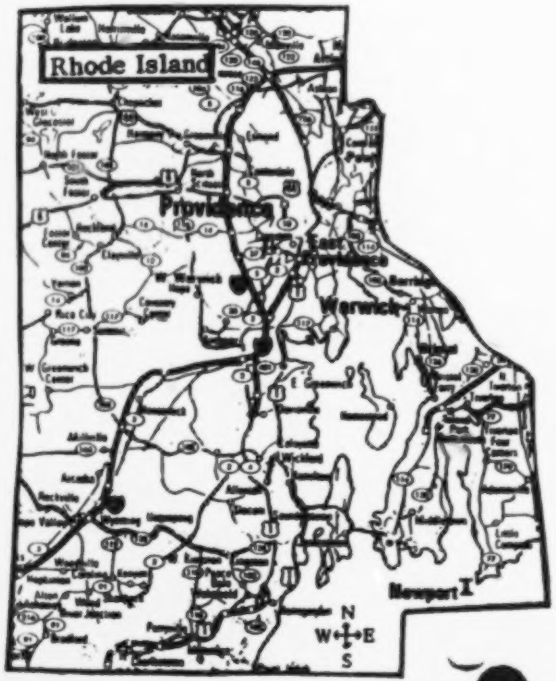
Map 2


JEFFERSON CITY
MISSOURI
Missouri River
N
W
E
S

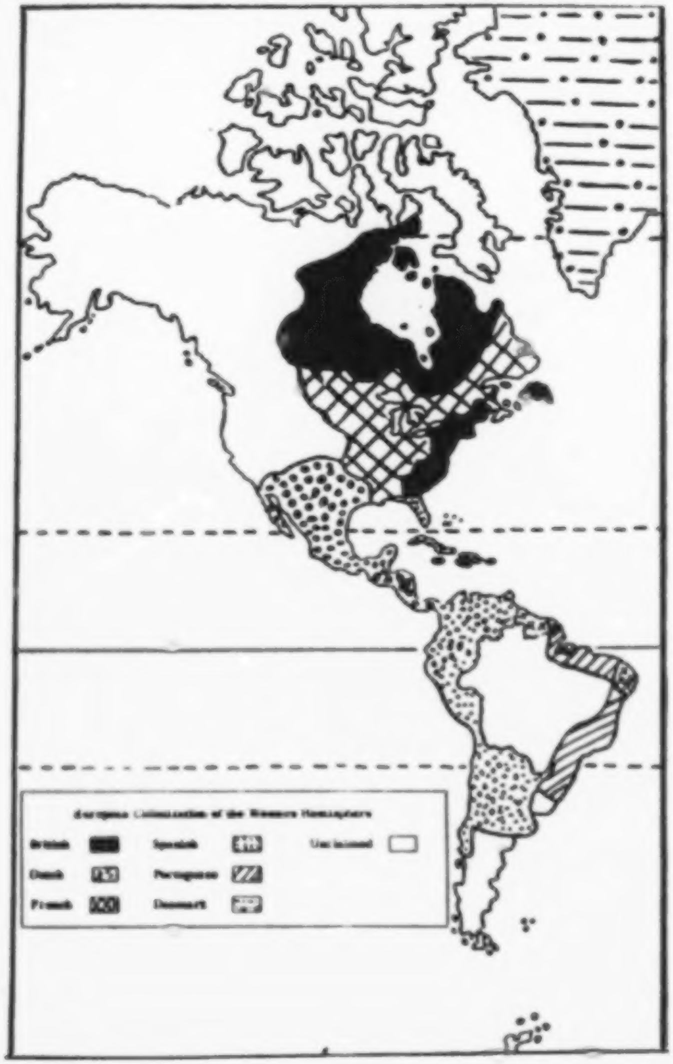
Map 3


North Providence
Centerdale
Pawtucket
Rumford
Manton
Providence
Leonard Corner
Arlington Corner
Thornton
Riverside
N
W
E
S
Providence
Rhode Island

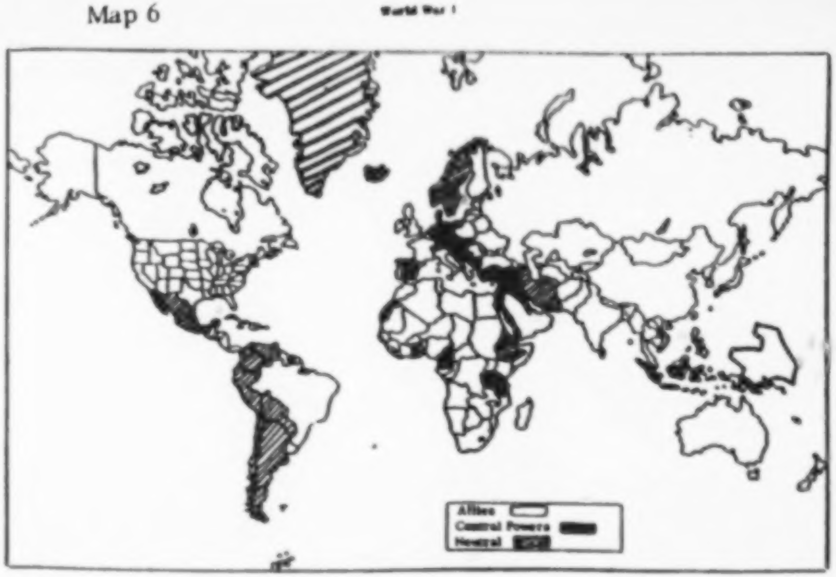
Map 4


Rhode Island
Providence
East Providence
Warwick
Newport
N
W
E
S

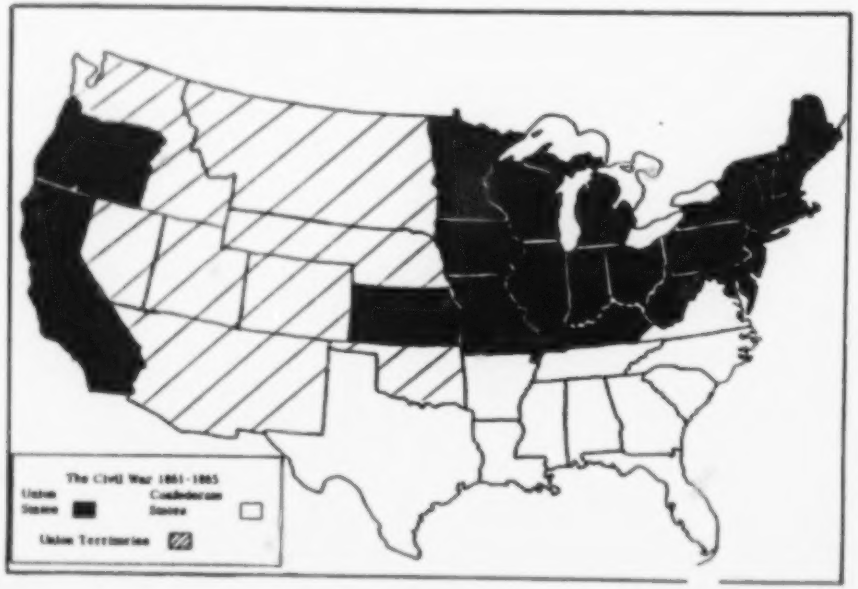
Map 5


European Colonization of the Western Hemisphere
British ■
Dutch ▨
French ▦
Spanish ⁘
Portuguese ▨
Denmark ▨
Unclaimed ☐

Map 6

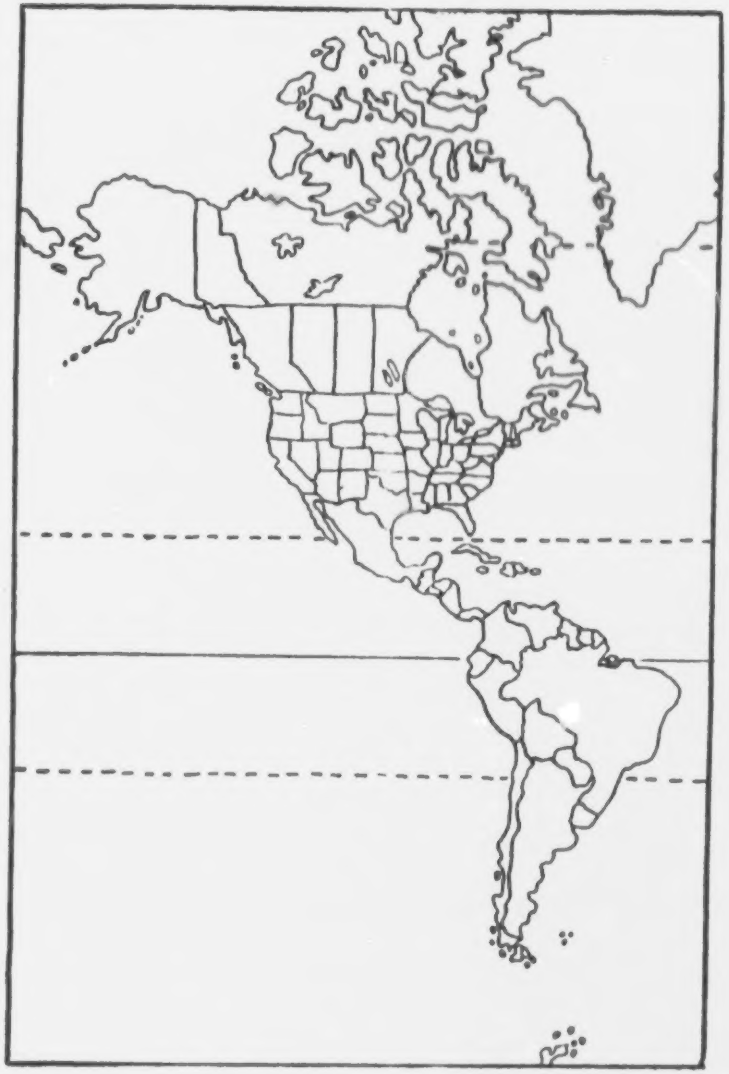

World War I
Allies ☐
Central Powers ■
Neutral ▨

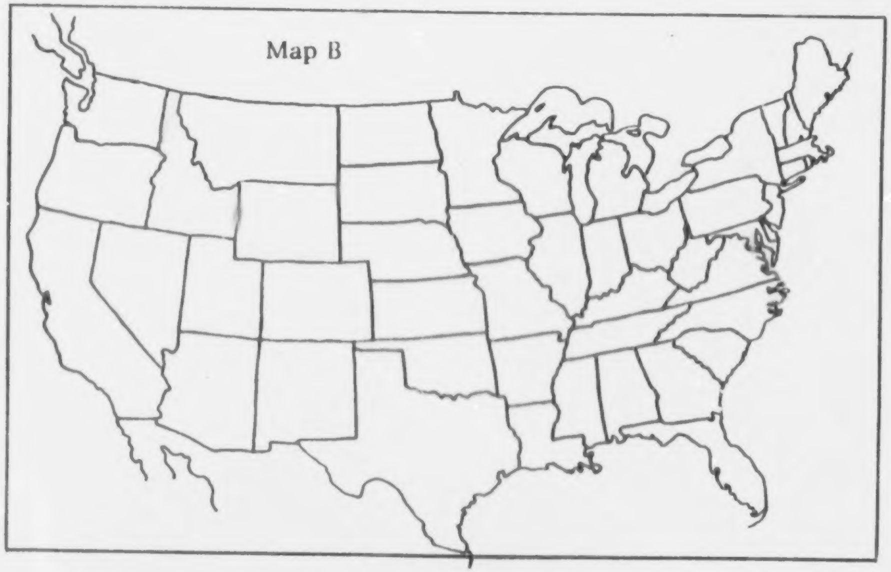
Map 7

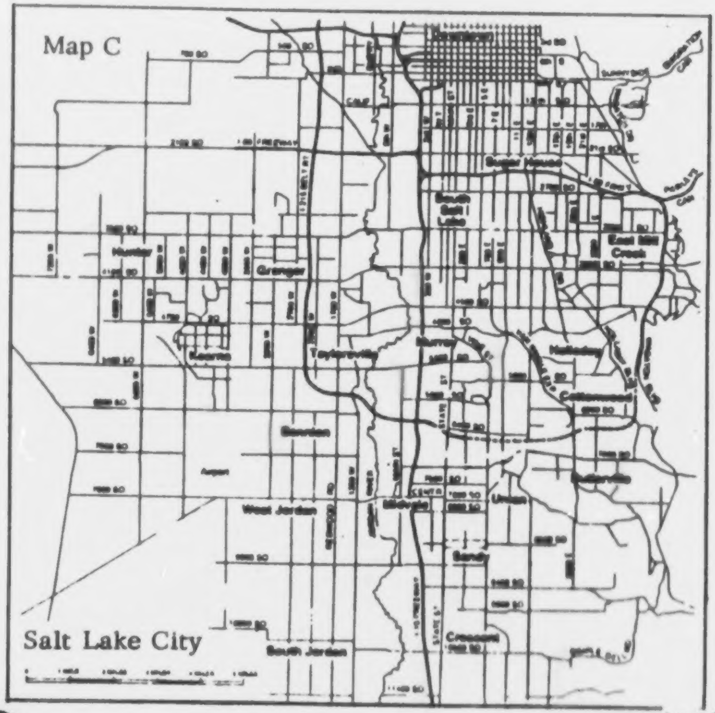

The Civil War 1861-1865
Union States ■
Confederate States ☐
Union Territories ▨

Map A

WESTERN HEMISPHERE






Map C
Sugar House
South Salt Lake
East Mill Creek
Hunter
Granger
Kearns
Taylorsville
Murray
Holladay
Cottonwood
Bennion
West Jordan
Midvale
Union
Sandy
Butlerville
Crescent
South Jordan
Salt Lake City

The students will locate and explain the significance of the Arctic Circle, Antarctic Circle, Tropic of Cancer, Tropic of Capricorn, the Equator, Prime Meridian, and the International Date Line. (103)

Secondary Social Studies
TITLE: Major Geographic Gridlines of the Earth
TOPIC: Geographic Skills
TIME SEGMENT: 1 class period
309-810 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will locate and explain the significance of the Arctic Circle, Antarctic Circle, Tropic of Cancer, Tropic of Capricorn, the Equator, Prime Meridian, and the International Date Line.

MATERIALS:

Student Information Sheets Page 1,2
Student Activity Sheet
World map
(Masters included)
Encyclopedias, atlases, social studies books and other sources containing world maps

EVALUATION:

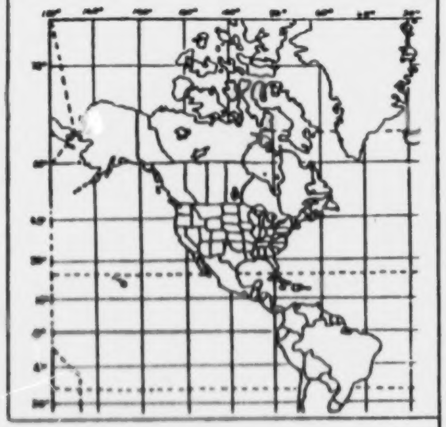
The students will successfully complete the activities, showing understanding of the geographical terms mentioned in the objective.

ADAPTATIONS:

The teacher may use this material in a learning center format.

PROCEDURE:

To the teacher:



1. Make copies of the Student Information Sheets, Student Activity Sheet and the world map for those participating.

2. Give each student a copy of the Information Sheet, Activity Sheet and the world map.

3. Provide each student with a piece of paper.

4. Provide the students with atlases, social studies books, and encyclopedias with world maps.

5. Have the students complete the activities listed on the Student Activity Sheet.

6. Provide a place for the students to put their completed work.

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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____

Secondary Social Studies TITLE: Major Geographic Gridlines of the Earth	TOPIC: Geographic Skills	Student Information Sheet Page 1	309-810 (103) D

To the student: The Major Geographic Gridlines of the Earth

The major geographic gridlines of the earth are the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime Meridian and the International Dateline. These lines help geographers divide the earth into logical, easy-to-locate sections. A brief explanation of each of these geographic gridlines begins below.

The Equator

The Equator lies exactly midway between the South and North Poles. This line divides the earth into the Northern and Southern Hemispheres. The Equator is the zero degree latitude line. All of the other latitude lines are parellel to and measured from the equator.

The Tropic of Cancer

The Tropic of Cancer marks the northern border of the tropical zone. The tropical zone is the area of earth where the sun appears to be directly overhead. The Tropic of Cancer appears on maps or globes as a line at 23° 27′ north latitude. This line passes through many lands, including Mexico, Cuba, Arabia, and China.

The Tropic of Capricorn

The Tropic of Capricorn marks the southern border of the tropical zone. This line marks the southern most point where the sun appears to be directly overhead. The Tropic of Capricorn appears on globes and maps as a line at 23° 27′ south latitude. This line runs across Chile, Madagascar, and many other countries.

Arctic Circle

The Arctic Circle marks the beginning of an area in the Northern Hemisphere where the sun appears to stay above the horizon, day and night, for part of each year. The Arctic Circle encloses all of the area north of 66° 30′ north latitude. The North Pole and the northern sections of Russia, Finland, Sweden, Norway, Canada, and Alaska are within the area circled by the Arctic Circle.

Antarctic Circle

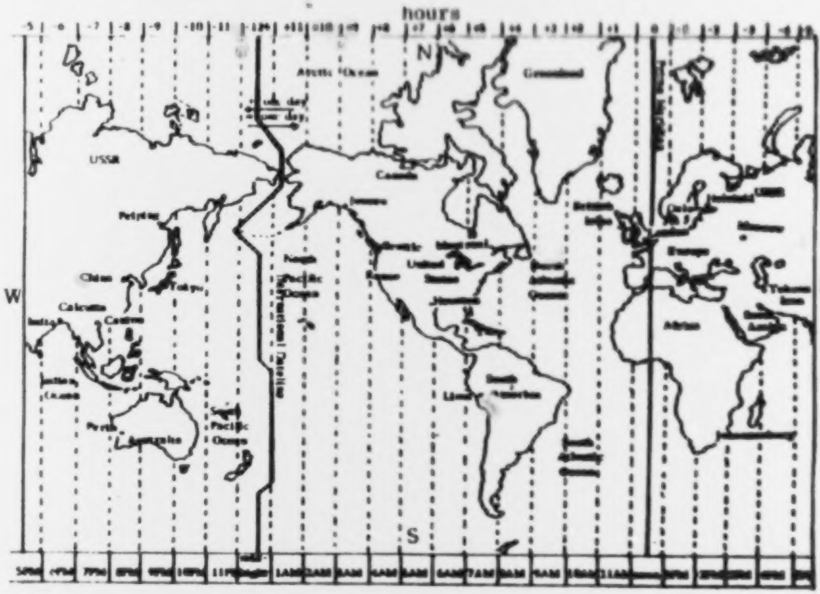
The Antarctic Circle is the boundary line of all the area in the Southern Hemisphere south of 66° 30′ south latitude. South of this line the sun stays above the horizon, day and night, for at least part of the year. Almost all of the continent of Antarctica is enclosed by the Antarctic Circle.

Secondary Social Studies TITLE: Major Geographic Gridlines of the Earth	TOPIC: Geographic Skills	Student Information Sheet Page 2	309-810 (103) D

Prime Meridian

The Prime Meridian is the 0^0 longitude line. All of the other longitude lines are calculated west or east from it. The Prime Meridian is also the beginning point in determining the time of day in a given country. Table A (below) shows how the Prime Meridian has been used to start the 24 world time zones.

Table A


hours
N
S
W
E
Arctic Ocean
Greenland
USSR
Canada
China
Tokyo
Calcutta
Canton
India
Pacific
Pacific Ocean
Perth
Australia
South America
Europe
Africa
International Dateline

International Date Line

The International Date Line is halfway around the world from the Prime Meridian. This line indicates the end of the day divided by the 24 time zones. At the International Date Line travelers who are going east lose a day, and those who are going west gain a day. The date line prevents people from going around the world and, by losing an hour at each zone, getting back the same day they left. Table A shows the location of the date line. The International Date Line generally follows the 180^0 longitude line. The date line varies in places to allow islands or countries to be on the same day.

Secondary Social Studies TITLE: Major Geographic Gridlines of the Earth	TOPIC: Geographic Skills	Student Activity Sheet	309-810 (103) D

To the students: Put your name on the world map and on a piece of paper. Read the Student Information Sheet. Find a map of the world in an encyclopedia, atlas or social studies book. Complete the following activities.

1. Find and label the following geographic gridlines on the world map.

Equator	Antarctic Circle
Tropic of Cancer	Prime Meridian
Tropic of Capricorn	International Date Line
Arctic Circle	

2. Answer the following questions.
   a. Which geographic gridlines are the borders for the tropic zone?
   b. Which geographic gridlines enclose the southern most and the northern most places on earth?

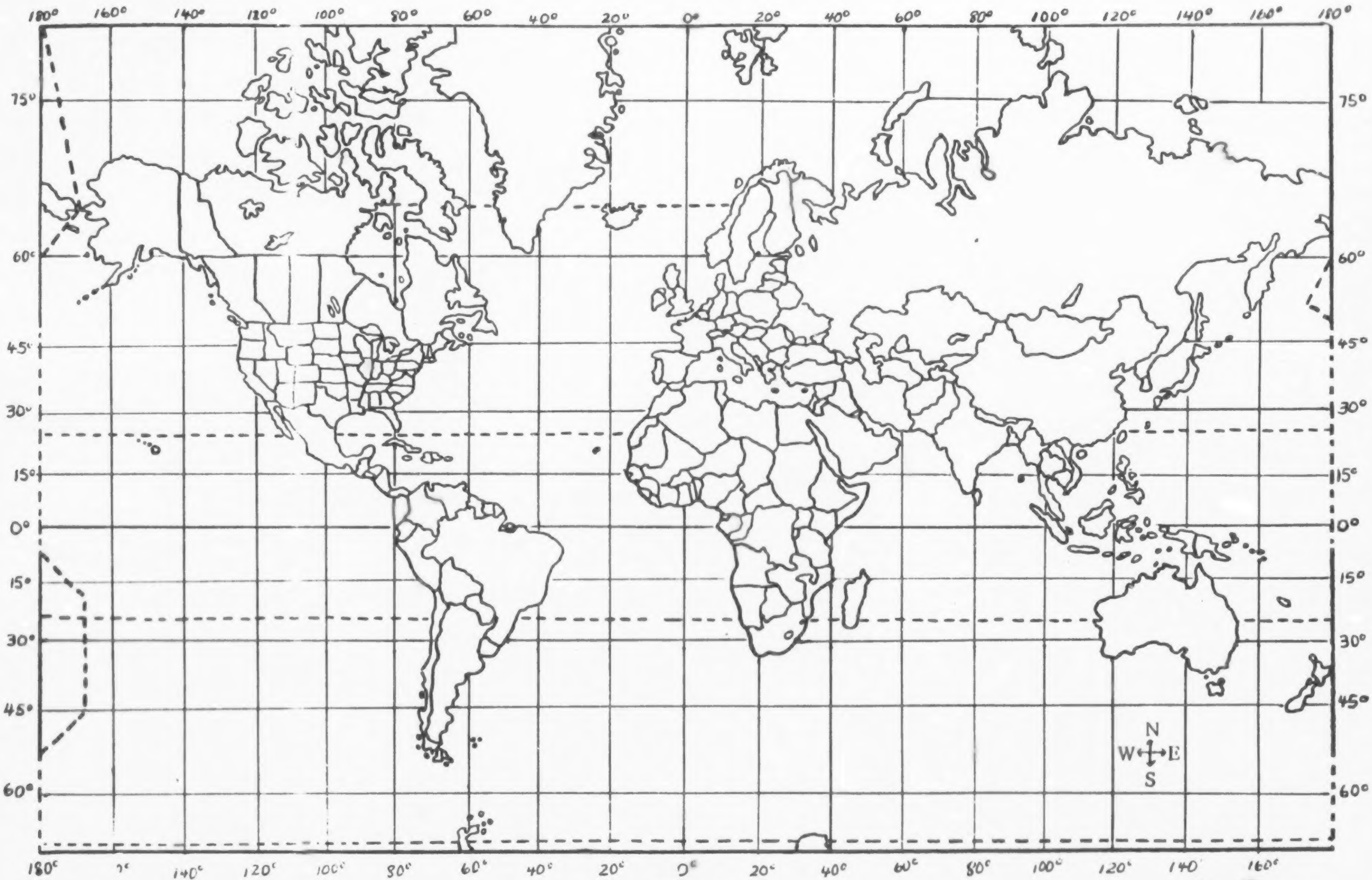
3. Using the map of the world you had as a guide, find six countries that the Equator passes through. Write them on your paper.

4. Using the map of the world you found as a guide, find six countries that the Prime Meridian passes through. Write them on your paper.

5. Use Table A in the Student Information Sheet to answer the following questions.
   a. Lima, Peru, is in the same time zone as what city in North America.
   b. If one goes from Tokyo, Japan, east to Montreal, Canada, how many time zones will be involved?
   c. If it is 2:00 a. m. Sunday in the small island in the South Pacific, what time and day is it in Reno, Nevada?

6. Place your completed work and map in the place designated by your teacher.

THE WORLD


180°
160°
140°
120°
100°
80°
60°
40°
20°
0°
20°
40°
60°
80°
100°
120°
140°
160°
180°
75°
60°
45°
30°
15°
0°
15°
30°
45°
60°
N
W
E
S

The students will identify and locate on a map or globe the earth's major physical features. (103)

Secondary Social Studies

TITLE: Earth's Major Physical Features

TOPIC: Geographic Skills

TIME SEGMENT: 1-2 class periods

309-811 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify and locate on a map or globe the earth's major physical features.

MATERIALS:

Student Activity Sheet Pages 1 and 2
World map (m asters included)
Colored pens or pencils (blue, green, red)
Sources containing maps of the World

EVALUATION:

The student will accurately identify and locate on the world map provided, the major physical features included in the Student Activity Sheet.

ADAPTATIONS:

The teacher may use this material in a learning center format.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheet and the world map.
2. Give each student a copy of the Activity Sheet and the map.
3. Provide the students with colored pens, pencils, and paper.
4. Provide the students with encyclopedias, atlases, social studies books, and other sources containing world maps.
5. Have the students complete the activities on the Student Activity Sheet.
6. Provide a place for the students to put their completed work.

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Earth's Major Physical Features	TOPIC: Geographic Skills	Student Activity Sheet Page 1	309-811 (103) D

To the student:

Put your name on the map of the world and on your paper. Find a map of the world in an encyclopedia, atlas, or social studies book. Complete the following activities:

1. The largest land masses on the earth are the earth's continents. The continents are Asia, Australia, Antartica, Europe, Africa, South America, and North America. Using the map you found as a guide, locate the continents on your world map. Write the name of the continent in small letters on or next to the appropriate land mass.

2. The earth has many large bodies of water. The ten oceans or seas below are all larger than 500,000 square feet. Find the location of each of these bodies of water. Using a red pen or pencil, write and circle the number found next to the ocean or sea on its correct location. Use the map you found as a guide.

    1. Pacific Ocean
    2. Atlantic Ocean
    3. Indian Ocean
    4. Arctic Ocean
    5. South China Sea
    6. Carribbean Sea
    7. Mediterranean Sea
    8. Bering Sea
    9. Gulf of Mexico
    10. Sea of Okhotsk

3. The earth has several lakes. Some of the most important lakes are

    Caspian Sea
    Lake Huron
    Lake Superior
    Lake Michigan
    Lake Victoria
    Black Sea
    Aral Sea
    Great Bear Lake

    List these lakes on your paper. Using the map you found as a guide, determine what continents these lakes are in Write the correct continents next to each lake. Take a blue pen or pencil and color in each of these lakes on your World Map.

4. The earth's continents have many mountain ranges and high mountain peaks. The highest peaks in each continent are listed below:

    Asia - Mount Everest
    North America - Mount McKinley
    South America - Mount Aconcagua
    Europe - Mount El'brus
    Africa - Kilimanjaro
    Australia - Mount Kosciusko

Find each of these peaks on your map and mark it with a ▲. Use the map you found as a guide.

Some of the main mountain ranges of the world are the

Himalayas
Alps
Rocky Mountains
Atlas Mountains
Ural Mountains
Andes Mountains

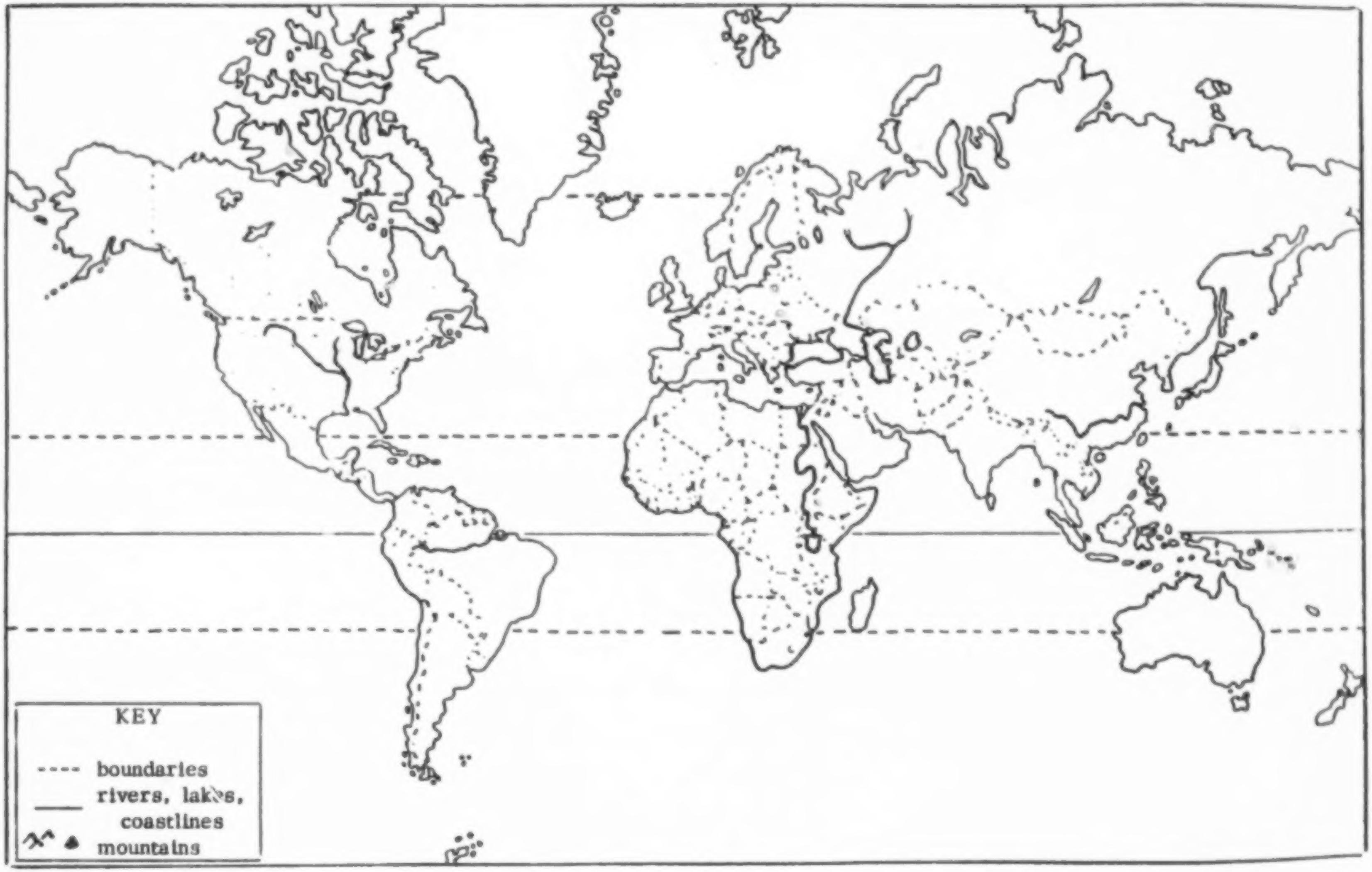
Write these mountain ranges on your paper. Using the map you found as a guide, decide what continents these mountains are in. Write the correct continent next to each mountain range. Draw ^^^ on your map to show where these mountains are.

5. The earth also has many large islands. Greenland, New Guinea, Borneo, Madagascar, Sumatra, Baffin Island, Great Brittain, Japan, Victoria Island, and Ellesmere Island all have more than 75,000 square miles of land. Locate each of these islands on your map and color them in with a green pen or pencil. Use the map you found as a guide.

6. Some of the earth's longest rivers are the Amazon, Nile, Mississippi, Missouri, Yangtze, and Volga Rivers. List these rivers on your paper. Decide what continent each river is in and write the continent next to the river. Find the rivers on your map and trace them with a blue pen or pencil. Use the map you found as a guide.

7. Place your completed map and work in the place designated by your teacher.

THE WORLD


KEY
---- boundaries
rivers, lakes, coastlines
mountains

The students will identify:

a. The characteristics which distinguish weather and climate, and explain each.
b. The factors which influence climate and the relationship between climate, latitude, and altitude.
c. The four major land formations (mountains, plains, hills, and plateaus).
d. The differences between rotation and revolution, how these principles determine day and night, and the number of days in a year.
e. How the tilt of the earth on its axis influences seasons, weather, and climatic regions. (103)

Secondary Social Studies

TITLE: Climate

TOPIC: Geographic Skills

TIME SEGMENT: 1 class period

309-812 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the characteristics which distinguish weather and climate and explain each.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet Pages 1-3
World climate map
Paper, colored pens or pencils
Encyclopedias, social studies books or other sources containing world maps.
(Masters included)

EVALUATION:

The students will complete the activities correctly, showing understanding of the characteristics of weather and climate.

ADAPTATIONS:

The teacher may use this material in a learning center format.

PROCEDURE:

To the teacher:

1. Make copies of the Student Information Sheet, Student Activity Sheet and the world climate map.
2. Give each student a copy of the Information Sheet, Activity Sheet and the world climate map.
3. Provide the students with paper and colored pens or pencils.

4. Provide the students with encyclopedias, social studies books and other sources containing world maps.
5. Have the students complete the activities listed on the Student Activity Sheet.
6. Provide a place for the students to put their completed work.

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: Climate	TOPIC: Geographic Skills	Student Information Sheet Page 1	309-812 (103) D

The words climate and weather are often mistakenly used for each other. Climate and weather are not the same thing. Weather is all of the daily changes in wind, air pressure, humidity, and temperature. An area's weather may be hot, cold, stormy, dry, foggy or fair. Weather changes from day to day and rarely stays the same for a long time. Climate is the average weather in a certain area over a long period of time. It takes many years to determine the climate of a given place.

There are twelve main types of climate in the world. These climate types are identified in the table below:

CLIMATE	TEMPERATURE	PRECIPITATION	OTHER CHARACTERISTICS
Tropical Wet	hot year round	very wet year round	
Tropical Wet-Dry	hot year round	heavy wet season	dry season
Desert	hot days, cold nights	very little	great changes in daily temperature
Steepe	hot days, cold nights	little	great changes in daily temperature
Humid Subtropical	warm to hot summers, cool winters	moderate	
Mediterranean	hot summers, mild winters	moderate in winter	
Ocean Moist	warm summers, mild, cool winters	moderate	
Highlands	cooler than adjacent climates	wetter than adjacent climates	affected by altitude
Humid Continental	warm to cool summer cold winter	moderate	
Subarctic	short, cool summer, cold winter	light to moderate	most precipitation in summer
Polar-Tundra	cold year round	little	brief, chilly summer
Ice Cap	cold year round		precipitation always in form of snow

The areas of the world that fit into these climate types have had the same general weather patterns for many years. However, the weather in these areas on any specific day may be different.

To the student:

Read the Student Information Sheet. Put your name on a piece of paper and on the world climate map. Find a world map in an encyclopedia or social studies book. Complete the following activities.

1. How is climate different from weather? Write a brief paragraph explaining how climate and weather are different.

2. There are twelve climate types listed and numbered on the top of the world climate map. The areas of the world that correspond to these climate areas have been numbered and blocked off. Write the twelve different climate areas on your paper. Next to each climate, list one example of a country, or in the United States, a state that has that type of climate. Use the world map that you found to help you.

3. Find the climates of the following states or countries. Write the state or country and its climate on your paper. Find another country or state with the same climate as each of your previous answers. Write the country or state next to your other answer. The first problem has been done for you as an example.

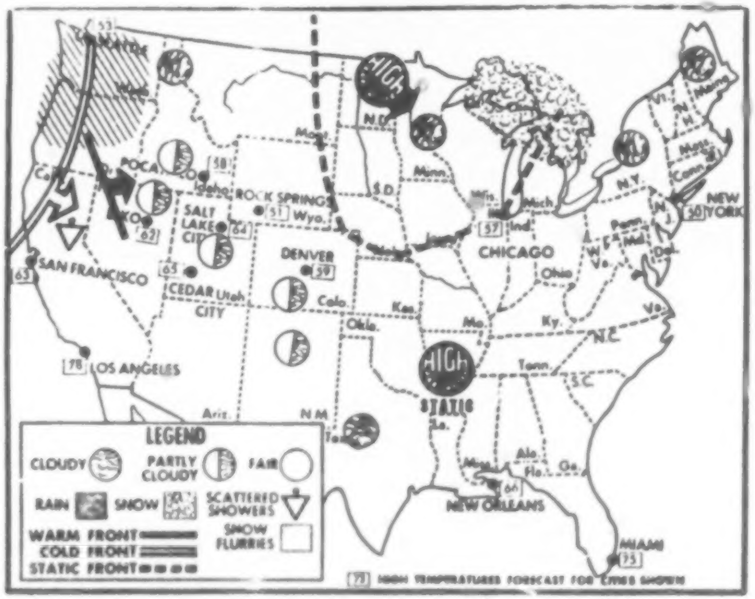
   a. Georgia - humid subtropical - South East China
   b. Florida
   c. Western California
   d. Extreme Northern Canada
   e. Northern Brazil
   f. Venezuala
   g. Northern Iran
   h. Western Montana
   i. Saudi Arabia
   j. Eastern Alaska
   k. Great Britain
   l. New York

Secondary Social Studies | TOPIC: Geographic Skills | Student Activity Sheet | 309-812 (103)
TITLE: Climate | | Page 2 | D

4. The weather map and the weather chart below show the weather on a day in March, 1981. Using the weather map and the weather chart, describe in a few words the weather in the following areas:

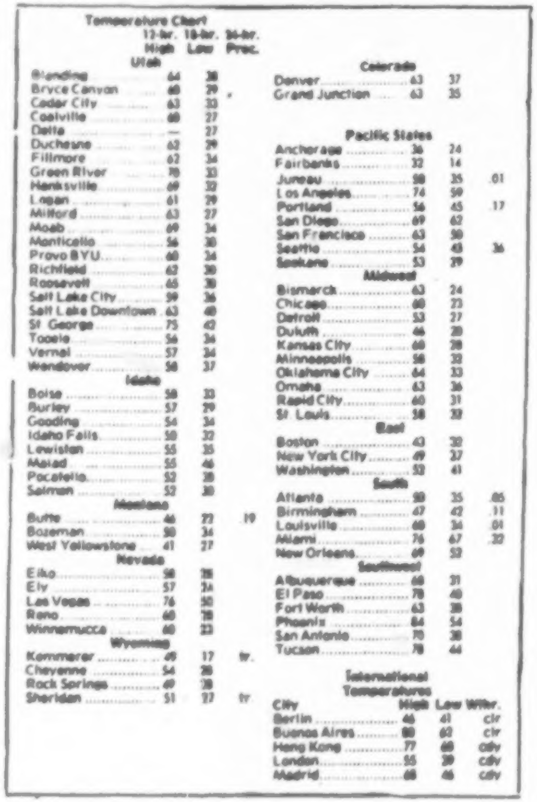
a. Boston, Massachussetts
b. Minneapolis, Minnesota
c. Denver, Colorado
d. Cedar City, Utah
e. Rock Springs, Wyoming

Weather Map



53
HIGH
N.D.
Minn.
Mont.
Wis.
Mich.
POCATELLO
58
Idaho
ROCK SPRINGS
51
Wyo.
S.D.
SALT LAKE CITY
64
62
57
Ind.
CHICAGO
Ohio
Vt.
N.H.
Maine
Mass.
Conn.
N.Y.
Penn.
N.J.
Del.
Md.
W. Va.
Va.
Ky.
N.C.
Tenn.
S.C.
Ala.
Ga.
Fla.
Miss.
La.
NEW YORK
50
DENVER
59
Colo.
Kan.
Mo.
Okla.
SAN FRANCISCO
63
65
CEDAR CITY
Utah
78
LOS ANGELES
Ariz.
N.M.
Tex.
HIGH
STATIC
64
NEW ORLEANS
MIAMI
75
LEGEND
CLOUDY
PARTLY CLOUDY
FAIR
RAIN
SNOW
SCATTERED SHOWERS
WARM FRONT
COLD FRONT
STATIC FRONT
SNOW FLURRIES
75 HIGH TEMPERATURES FORECAST FOR CITIES SHOWN

Weather Chart



Temperature Chart

	12-hr. High	18-hr. Low	24-hr. Prec.
Utah			
Blanding	64	38	
Bryce Canyon	60	29	*
Cedar City	63	33	
Coalville	60	27	
Delta	—	27	
Duchesne	62	29	
Fillmore	62	34	
Green River	70	33	
Hanksville	69	32	
Logan	61	29	
Milford	63	27	
Moab	69	34	
Monticello	56	30	
Provo BYU	60	34	
Richfield	62	30	
Roosevelt	65	30	
Salt Lake City	59	36	
Salt Lake Downtown	63	40	
St George	75	42	
Tooele	56	34	
Vernal	57	34	
Wendover	58	37	
Idaho			
Boise	58	33	
Burley	57	29	
Gooding	54	34	
Idaho Falls	50	32	
Lewiston	55	35	
Malad	55	46	
Pocatello	52	38	
Salmon	52	30	
Montana			
Butte	46	22	.19
Bozeman	50	34	
West Yellowstone	41	27	
Nevada			
Elko	58	35	
Ely	57	24	
Las Vegas	76	50	
Reno	60	38	
Winnemucca	60	23	
Wyoming			
Kemmerer	49	17	tr.
Cheyenne	54	28	
Rock Springs	49	28	
Sheridan	51	27	tr.
Colorado			
Denver	63	37	
Grand Junction	63	35	
Pacific States			
Anchorage	36	24	
Fairbanks	32	14	
Juneau	50	35	.01
Los Angeles	74	59	
Portland	56	45	.17
San Diego	69	62	
San Francisco	63	50	
Seattle	54	48	.36
Spokane	53	39	
Midwest			
Bismarck	63	24	
Chicago	60	23	
Detroit	53	27	
Duluth	46	20	
Kansas City	60	28	
Minneapolis	58	32	
Oklahoma City	64	33	
Omaha	63	36	
Rapid City	60	31	
St. Louis	58	32	
East			
Boston	43	32	
New York City	49	37	
Washington	52	41	
South			
Atlanta	50	35	.05
Birmingham	47	42	.11
Louisville	60	34	.04
Miami	76	67	.32
New Orleans	69	52	
Southwest			
Albuquerque	66	31	
El Paso	78	40	
Fort Worth	63	38	
Phoenix	84	54	
San Antonio	70	38	
Tucson	78	44	

International Temperatures

City	High	Low	Wthr.
Berlin	46	41	clr
Buenos Aires	80	62	clr
Hong Kong	77	68	cdy
London	55	39	cdy
Madrid	68	46	cdy

BEST COPY AVAILABLE

5. Spokane, Washington has the same climate as London, England. Using the weather chart, briefly compare their weather on this day in March.

6. a. Using the weather maps and the weather chart, find out what the weather was like in New Orleans, Louisiana and Miami, Florida. Write a few words describing the weather in those areas.

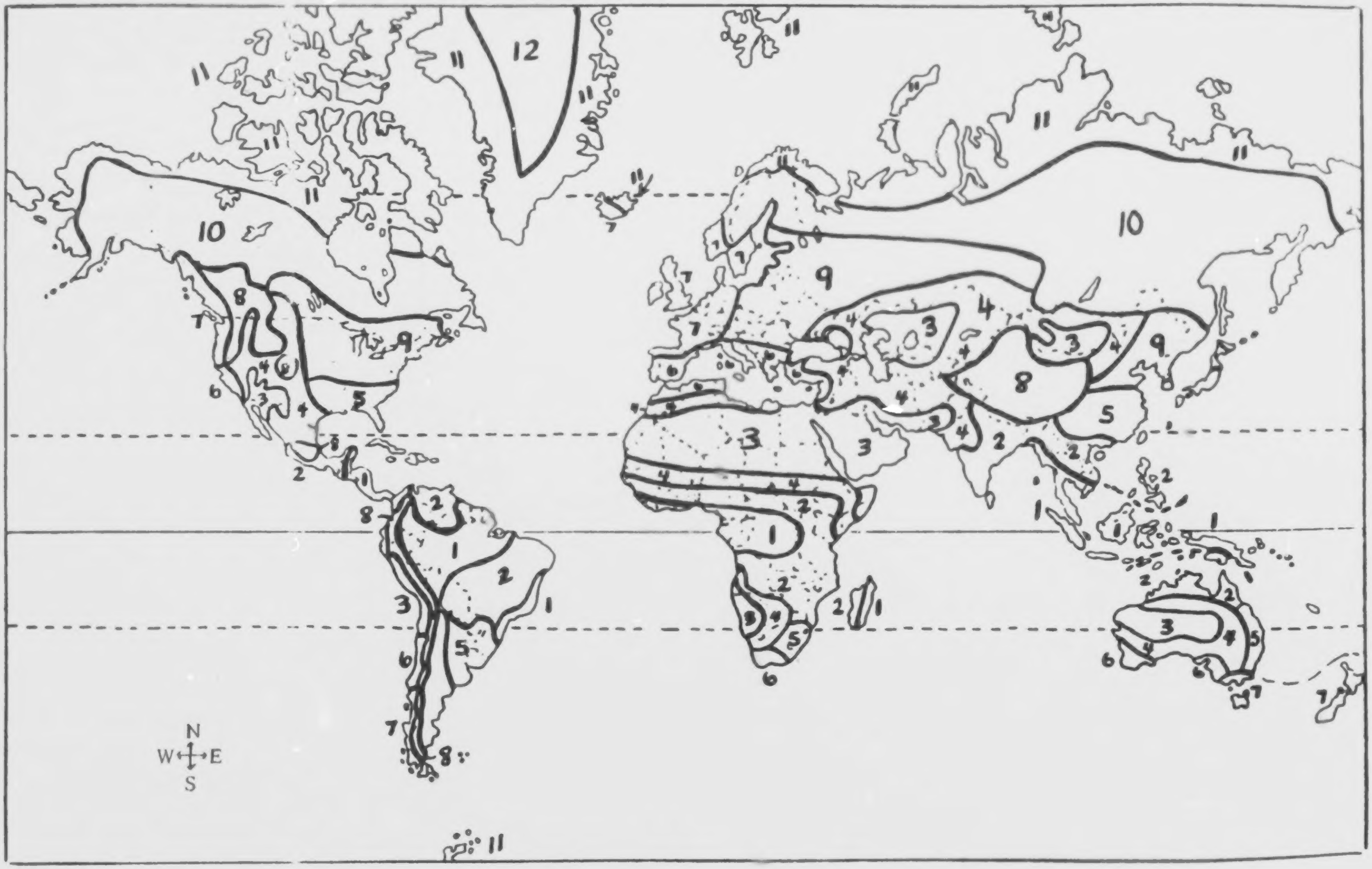
   b. Look at your world climate map. New Orleans and Miami belong to the same climate type, yet their day's weather was not the same. Why is it possible for areas to have different day to day weather but be of the same climate type? Write a short paragraph explaining why.

7. Using different colored pens or pencils, or different designs, color code your World Climate map. Make sure that each of the twelve climates has a different design or color.

8. Put your completed map and work in the place designated by your teacher.

Secondary Social Studies | TOPIC: Geographic Skills | 309-812 (103)
TITLE: Climate | | D

1. Tropical Wet
2. Tropical Wet-Dry
3. Desert
4. Steepe
5. Humid Subtropical
6. Mediterranean
7. Ocean Moist
8. Highlands
9. Humid Continental
10. Subarctic
11. Polar Tundra
12. Ice Cap



WORLD CLIMATES

The students will describe the responsibilities and skills related to positive communication skills by:

a. Discussing appropriate behavior when facing a conflict with someone in authority. (V)
b. Describing the need for having a fair way of settling disputes between people. (V)
c. Explaining both the personal and institutional responsibilities involved in conflict resolutions (103) (P, V)

Secondary Social Studies
TITLE: Communication Skills

TOPIC: Communication Skills
TIME SEGMENT: 3 days

309-901 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe the responsibilities and skills related to positive communication skills: a. discussing appropriate behavior when facing a conflict with someone in authority, b. describing the need for having a fair way of settling disputes between people, c. explaining both the personal and institutional responsibilities involved in conflict resolutions.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included)
Psychology and Sociology texts

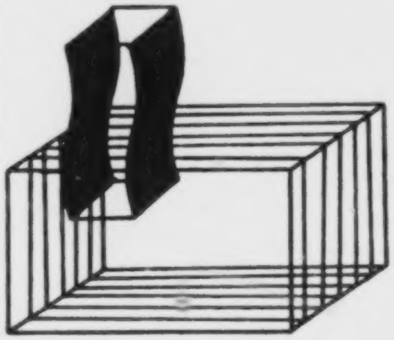
EVALUATION:

The student will be able to discuss appropriate communication skills with the whole class and/or a small group.

ADAPTATIONS:

This could be put in a learning center.

PROCEDURE:



To the teacher:

1. Explain to the students what communication skills are.

2. Explain that certain skills can be used in many different situations. The skills used in dealing positively with authority conflict would be used in talking to parents, friends, dates, bosses, etc.

3. Define "personal and institutional responsibilities" and "conflict resolutions".

4. Discuss the information sheet with the students before they do the activities.

5. If any students choose to give reports under activity #5 on the activity sheet, allow time in class for them.

Skills:

309-853
309-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Communication Skills	TOPIC: Communication Skills	Student Information Sheet	309-901 (103) D

This information sheet has been written to help you understand some communication skills. Read the sheet, then do the activities.

Everyone has some hassles in his/her relationships with other people. Even best friends sometimes disagree. Family members don't always see eye to eye (or hear ear to ear). Employees and bosses occasionally have conflicts.

There are good ways of dealing with the conflicts you have. Dealing with them in positive ways doesn't mean you always win an argument; however, it just means that you are able to express your ideas without offending others. You are concerned about their feelings and position as well as your own.

Here are some communication skills which will help resolve personal conflicts positively!

1. Listen to the other person.
2. Don't respond in anger.
3. Remember everyone makes mistakes (including you).
4. Sometimes you have to do it another person's way.
5. Sometimes compromise is necessary.
6. Express your opinion but don't force it on others.
7. Be fair.

Secondary Social Studies TITLE: Communication Skills	TOPIC: Communication Skills	Student Activity Sheet	309-901 (103) D

To the student: Write answers to the following questions on a separate piece of paper:

1. Suppose you are a boss in a factory. Your employees come to you with a complaint. How would you handle this in a positive way? Use the list of communication skills ideas as the basis for your written answer.

2. What is a mediator? Why is it sometimes necessary to bring one in to help settle a labor dispute? If you were in a coal mining union, for instance, what kind of mediator would you like to help you negotiate your contract?

3. Suppose you are an employee in a dispute with your boss. You believe the boss has unfairly gotten angry with you over work that was done. You did your share of work well, you think, and you want to clear up this problem. What would you do?

4. Why is it important to develop good communications skills? What difference does it make if you don't get along well with people?

5. Read in a sociology or psychology book about communication. Make an oral or written report on what you find.

6. When you have finished the activity, put your paper in the place designated by the teacher.

The students will read an application for employment; correctly complete it; arrange for and complete an interview, and report the experience verbally or in writing. (803) (P,C)

Secondary Social Studies TITLE: Apply for a Job	TOPIC: Communication Skills TIME SEGMENT: 1 class period	309-902 (802) D

INSTRUCTIONAL OBJECTIVE:

The students will read an application for employment, correctly complete it, arrange for and complete an interview, and report the experience verbally or in writing.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)

EVALUATION:

The student will be able to discuss the job interview and fill out a job application to the satisfaction of the teacher.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

SAM'S CARD SHOP
HELP WANTED

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the class.

2. Before this activity is assigned, establish a background for it through class discussion.

3. Arrange for an employer from the community to visit your classes. Discuss interviewing skills with the students and ask the employer to discuss what he looks for in an interview. Ask the employer to role play an interview with a student. Have the rest of the class take notes on what happened. Discuss the interview.

Skills:

309-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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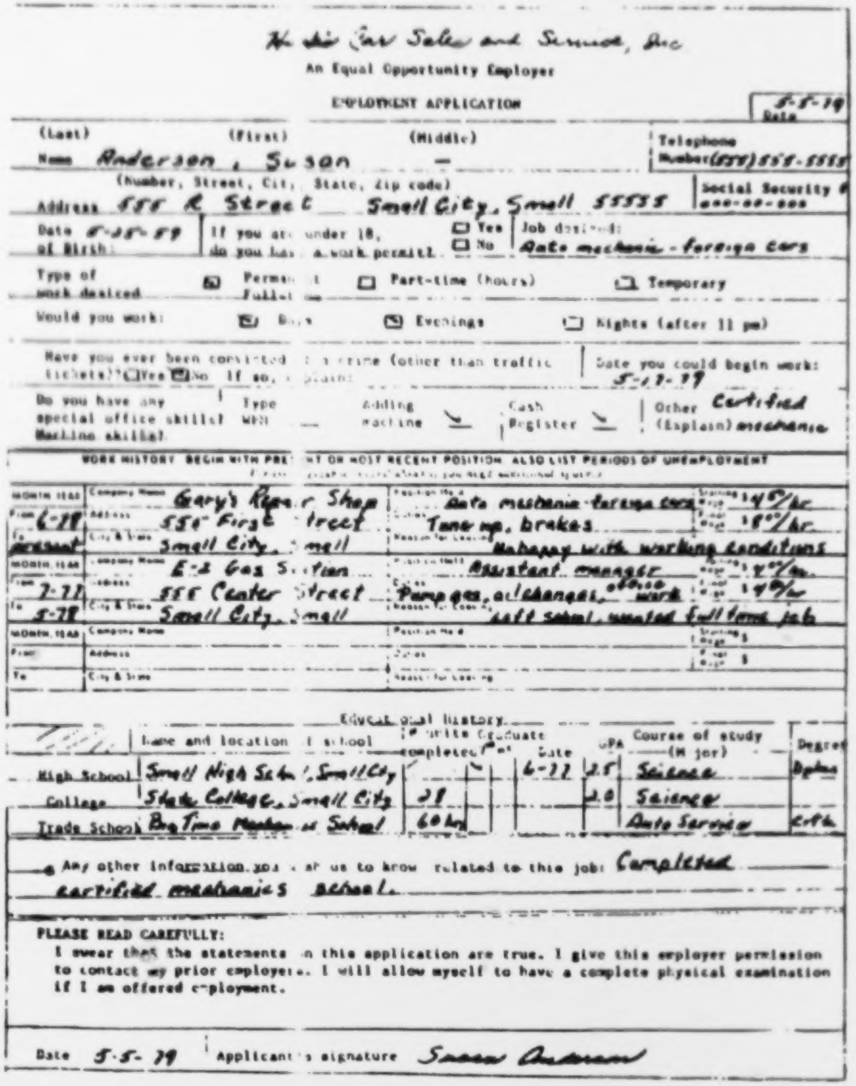
A job application is really just a tool for communicating important information that can "open doors" to an employer and a job.

A job application requests two basic types of information or data about an applicant: personal identification data, and job qualifications. Personal identification data includes the applicant's name, address, telephone number, social security number, and often a question requesting data about any crimes of which the applicant may have been convicted. Qualifications include the special skills, work experience, and educational history of the applicant. A job application is a valuable tool for both applicants and employers. Applicants use a job application to briefly describe their qualifications and provide personal data in an organized form. Employers use the date supplied in applications to begin the process of selecting the most qualified applicant to fill a position.

Since a job application is an applicant's first contact with an employer, it is important to communicate a good impression. An accurate, neat application not only supplies data but also tells the employer that you are careful and able to use the application form effectively. You should always read through an application and all the directions before you begin writing. It is convenient to have a list of the addresses and telephone numbers of past employers and schools before filling out an application. Write the requested data slowly and carefully, and answer all questions truthfully.

Read the employment application Sue Anderson filled out for a position as a mechanic at Hart's Car Sales and Service, Inc. Using the application, answer the questions.

Secondary Social Studies TITLE: Applying for a Job	TOPIC: Communication Skills	Student Activity Sheet	309-902 (803) D



Harding Car Sales and Service, Inc

An Equal Opportunity Employer

EMPLOYMENT APPLICATION

Date 5-5-79

Name (Last) (First) (Middle) Anderson, Susan —
Telephone Number (555) 555-5555

Address (Number, Street, City, State, Zip code) 555 R Street Small City, Small 55555
Social Security # 000-00-000

Date of Birth: 5-25-59
If you are under 18, do you have a work permit? ☐ Yes ☐ No
Job desired: Auto mechanic - foreign cars

Type of work desired ☒ Permanent Full-time ☐ Part-time (hours) ☐ Temporary

Would you work: ☒ Days ☒ Evenings ☐ Nights (after 11 pm)

Have you ever been convicted of a crime (other than traffic tickets)? ☐Yes ☒No If so, explain:
Date you could begin work: 5-17-79

Do you have any special office skills? Machine skills? Type WPM — Adding machine ✓ Cash Register ✓ Other (Explain) Certified mechanic

WORK HISTORY BEGIN WITH PRESENT OR MOST RECENT POSITION. ALSO LIST PERIODS OF UNEMPLOYMENT

MONTH, YEAR	Company Name Gary's Repair Shop	Position Held Auto mechanic - foreign cars	Starting Wage $4.50/hr
From 6-78	Address 555 First Street	Duties Tune up, brakes	Final Wage $6.00/hr
To present	City & State Small City, Small	Reason for Leaving Unhappy with working conditions	
MONTH, YEAR	Company Name E-Z Gas Station	Position Held Assistant manager	Starting Wage $3.00/hr
From 7-77	Address 555 Center Street	Duties Pump gas, oil changes, office work	Final Wage $4.00/hr
To 5-78	City & State Small City, Small	Reason for Leaving Left school, wanted full time job	
MONTH, YEAR	Company Name	Position Held	Starting Wage $
From	Address	Duties	Final Wage $
To	City & State	Reason for Leaving	

Educational History

	Name and location of school	# units completed	Graduate	Date	GPA	Course of study (Major)	Degree
High School	Small High School, Small City	✓	✓	6-77	2.5	Science	Diploma
College	State College, Small City	28			2.0	Science	
Trade School	Big Time Mechanics School	60 hrs				Auto Service	Cert.

Any other information you want us to know related to this job: Completed certified mechanics school.

PLEASE READ CAREFULLY:
I swear that the statements on this application are true. I give this employer permission to contact my prior employers. I will allow myself to have a complete physical examination if I am offered employment.

Date 5-5-79 Applicant's signature Susan Anderson

1. What was Sue's present or last job? Why was she leaving?

2. What was Sue's address?

3. What special office or machine skills did Sue have?

4. Did Sue attend any schools after high school? If so, list them.

5. In the application did Sue agree to have a physical examination if she was hired? How do you know?

6. After this activity is completed put your paper and the notes from the employer's lecture in the place designated by the teacher.

BEST COPY AVAILABLE

SECONDARY SOCIAL STUDIES COMMUNICATION SKILLS INSTRUCTIONAL OBJECTIVE 309-903

The students will describe a variety of life-styles; describe their preferred life-style; identify their appropriate career conducive to their preferred life-style; and describe the necessary interpersonal relationship skills related to their occupational choice. (803) (P, C, V)

Secondary Social Studies

TITLE: Life Styles

TOPIC: Communication Skills

TIME SEGMENT: 30 to 50 minutes

309-903 (803)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe a variety of life styles; describe their preferred life style; identify their appropriate career conducive to their preferred life style; and describe the necessary interpersonal relationship skills related to their occupational choice.

MATERIALS:

Student Activity Sheet Pages 1-4
(Masters included)

EVALUATION:

The student will be able to define life style and discuss his own to the teacher's satisfaction.

ADAPTATIONS:

This material could be put in a learning center.

PROCEDURE:

To the teacher:

1. This activity is designed to help you teach about life style. Explain "life style" to the students. Be sure they understand the relationship of career and life style choices; explain also the concept that certain interpersonal skills are necessary for various occupations.

2. Duplicate enough Student Activity Sheets for the class.

Skills:

309-853
309-875

Evaluation and Comments on Activity:

Students: ______________________________

____

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Teacher: ______________________________

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Secondary Social Studies TITLE: Life Styles	TOPIC: Communication Skills	Student Activity Sheet Page 1	309-903 (803) D

To the student:

What would you like your life to be like ten years from now? This activity will allow you to plan your life style and your career. Follow the directions, then turn in the assignment to your teacher.

Life styles are fun to think about and plan. Of course, you have a life style now. It's your way of living each day; the food you eat, things you do, ways you deal with your family, etc.

Fill out the following chart about your present life style. Then fill in the sections of the chart which deal with ten years from now. Compare the two. Based on your plans, how will your life be different ten years from now? Fill in that section of the chart.

The career you choose is very important. It greatly determines whether or not you will be able to have the life style you choose. For example, if you wish to live in a rural setting, but you become an investment broker, you're in trouble. Investment brokers work in large cities where there are large concentrations of people. Predict what your career will be. Is this career choice compatible with your chosen life style? Fill in the career section of the chart.

CAREER

List your top three career choices. If you already know what you'd like to be, just list that choice. Answer the following questions:

1. How will your first career choice let you have the lifestyle you'd like to have in ten years? Be specific.
2. What is most appealing to you about each career choice you've listed? (List more than money).
3. What skills of dealing with people would you need in your career?

Life-Styles Chart

In the columns write information about your life style and your projected life style for each category.

	Now	In Ten Years
How I spend Leisure time.		
What my family life is like.		
What I do with my friends.		
How I spend vacations.		
What I do on Holidays.		
Where I live (city and type of neighborhood).		
What I do on Sunday.		
What I eat for breakfast.		

Secondary Social Studies TITLE: Life Styles	TOPIC: Communication Skills	Student Activity Sheet Page 4	309-903 (803) D

	NOW	IN TEN YEARS
Lunch Dinner Snacks		
The kind of clothes I wear.		
The education I have.		
My involvement in church.		
My involvement in civic affairs		

What is the biggest difference between your life now and the life you'd like to lead in ten years?

What's the biggest similarity?

The students will analyze themselves by

a. Listing their talents, abilities, and interests. (V,C)
b. Identifying those occupations which capitalize upon their talents, abilities, and interests. (V,C)
c. Choosing an occupational cluster of interests. (V,C)
d. Describing necessary qualifications and training for given occupational interest. (C,P,V)
e. Examining and describing the economic advantages and disadvantages of their choice of occupations (income - will it become obsolete, etc.) (805) (C,V)

Secondary Social Studies

TITLE: I am I!

TOPIC: Communication Skills

TIME SEGMENT: 2 periods

309-904 (805)

D

INSTRUCTIONAL OBJECTIVE:
The student will analyze themselves by a. using their talents, abilities, and interests b. identifying those occupations which capitalize upon their talents, abilities, and interests c. choosing an occupational cluster of interests d. describing necessary qualifications and training for given occupational interests e. examining and describing the economic advantages and disadvantages of their choice of occupations (income -- will it become obsolete, etc.)

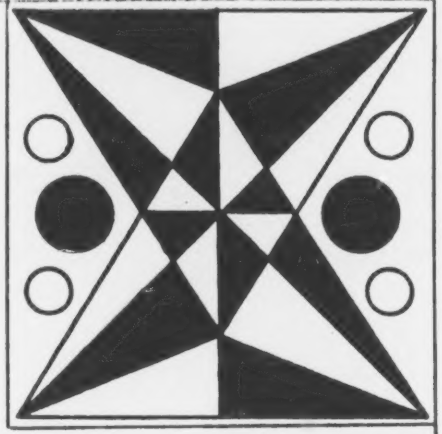
MATERIALS:

Student Information Sheets Pages 1-5
Student Activity Sheet
(Masters included)
Resource books about careers

EVALUATION:
The students will complete the activities to the satisfaction of the teacher.

ADAPTATIONS:
The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:
To the teacher:



1. Duplicate enough Student Information and Activity Sheets for the students participating.

2. Explain to students the importance of choosing an occupation which reflects their interests and abilities. Be sure they understand that this activity will help them learn more about their talents and interests. A counselor or other job specialists could be an excellent resource person to talk to the students and provide needed background information. A class discussion could be an effective conclusion to this activity.

Skills:

309-826
309-852

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: I am I!	TOPIC: Communication Skills	Student Information Sheet Page 1	309-904 (805) D

Area and Work Groups Interests

1. **ARTISTIC:**
Interest in creative expression of feelings or ideas.

2. **SCIENTIFIC:**
Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.

3. **PLANTS AND ANIMALS:**
Interest in activities involving plants and animals, usually in an outdoor setting.

4. **PROTECTIVE:**
Interest in the use of authority to protect people and property.

5. **MECHANICAL:**
Interest in applying mechanical principles to practical situations, using machines, handtools, or techniques.

6. **INDUSTRIAL:**
Interest in repetitive, concrete, organized activities in a factory setting.

7. **BUSINESS DETAIL:**
Interest in organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting.

8. **SELLING:**
Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.

9. **ACCOMMODATING:**
Interest in catering to the wishes of others, usually on a one-to-one basis.

10. **HUMANITARIAN:**
Interest in helping others with their mental, spiritual, social, physical, or vocational needs.

11. **LEADING-INFLUENCING:**
Interest in leading and influencing others through activities involving high-level verbal or numerical abilities.

12. **PHYSICAL PERFORMING:**
Interest in physical activities performed before an audience.

Secondary Social Studies TITLE: I am I!	TOPIC: Communication Skills	Student Information Sheet Page 2	309-904 (805) D

Summary of Interest Areas, Work Groups and Subgroups

Artistic

Literary Arts
Editing
Creative Writing
Critiquing

Visual Arts
Instructing and Appraising
Studio Art
Commercial Art

Performing Arts: Drama
Instructing and Directing
Performing
Narrating and Announcing

Performing Arts: Music
Instructing and Directing
Composing and Arranging
Vocal Performing
Instrumental Performing

Performing Arts: Dance
Instructing and Choreography
Performing

Craft Arts
Graphic Arts and Related Crafts
Arts and Crafts
Hand Lettering, Painting, and Decorating

Elemental Arts
Psychic Science
Announcing
Entertaining

Modeling
Personal Appearance

Scientific

Physical Sciences
Theoretical Research
Technology

Life Sciences
Animal Specialization
Plant Specialization
Plant and Animal Specialization
Food Research

Medical Sciences
Medicine and Surgery
Dentistry
Veterinary Medicine
Health Specialties

Laboratory Technology
Physical Sciences
Life Sciences

Plants and Animals

Managerial Work: Plants and Animals
Farming
Specialty Breeding
Specialty Cropping
Forestry and Logging

General Supervision: Plants and Animals
Farming
Forestry and Logging
Nursery and Groundskeeping
Services

Animal Training and Service
Animal Training
Animal Service

Elemental Work: Plants and Animals
Farming
Forestry and Logging
Hunting and Fishing
Nursery and Groundskeeping
Services

Protective

Safety and Law Enforcement
Managing
Investigating

Security Services
Detention
Property and People
Law and Order
Emergency Responding

Mechanical

Engineering
Research

Environmental Protection
Systems Design
Testing and Quality Control
Sales Engineering
Work Planning and Utilization Design
General Engineering

Managerial Work: Mechanical
Systems
Maintenance and Construction
Processing and Manufacturing
Communications
Mining, Logging, and Petroleum Production
Services
Materials Handling

Engineering Technology
Surveying
Drafting
Expediting and Coordinating
Petroleum
Electrical-Electronic
Industrial and Safety
Mechanical
Environmental Control
Packaging and Storing

Air and Water Vehicle Operation
Air
Water

Craft Technology
Masonry, Stone, and Brick Work
Construction and Maintenance
Plumbing and Pipefitting
Painting, Plastering, and Paperhanging
Electrical-Electronic Systems Installation and Repair
Metal Fabrication and Repair
Machining
Woodworking
Mechanical Work
Electrical-Electronic Equipment Repair
Scientific, Medical, and Technical Equipment Fabrication and Repair
Musical Instrument Fabrication and Repair
Printing
Gem Cutting and Finishing
Custom Sewing, Tailoring, and Upholstering
Dyeing
Food Preparation

Systems Operation
Electricity Generation and Transmission
Stationary Engineering
Oil, Gas, and Water Distribution
Processing

Quality Control
Structural
Mechanical
Electrical
Environmental
Petroleum
Logging and Lumber

Land and Water Vehicle Operation
Truck Driving
Rail Vehicle Operation
Services Requiring Driving
Boat Operation

Materials Control
Shipping, Receiving, and Stock Checking
Estimating, Scheduling, and Record Keeping
Verifying, Recording, and Marking

Crafts
Structural
Mechanical
Electrical-Electronic
Structural-Mechanical-Electrical-Electronic
Reproduction
Blasting
Painting, Dyeing, and Coating
Food Preparation
Environmental

Equipment Operation
Construction
Mining and Quarrying
Drilling and Oil Exploration
Materials Handling

Elemental Work: Mechanical
Supervision
Mining, Quarrying, Drilling
Loading, Moving
Hoisting, Conveying
Braking, Switching, and Coupling
Pumping
Crushing, Mixing, Separating, and Chipping
Lubricating
Masonry
Heating and Melting
Welding
Structural Work
Cutting and Finishing
Painting, Caulking, and Coating
Mechanical Work
Electrical Work
Food Preparation
Cleaning and Maintenance
Reproduction Services
Signalling

Industrial

Production Technology
Supervision and Instruction
Machine Set-Up
Machine Set-Up and Operation
Precision Hand Work
Inspection

Production Work
Supervision
Machine Work, Metal and Plastics
Machine Work, Wood
Machine Work, Paper
Machine Work, Leather and Fabrics
Machine Work, Textiles
Machine Work, Rubber
Machine Work, Stone, Clay, and Glass
Machine Work, Assorted Materials
Equipment Operation, Metal Processing
Equipment Operation, Chemical Processing
Equipment Operation, Petroleum Processing
Equipment Operation, Rubber, Plastics, and Glass Processing
Equipment Operation, Paper and Paper Products Processing
Equipment Operation, Food Processing
Equipment Operation, Textile, Fabric, and Leather Processing

Equipment Operation, Clay and Coke Processing
Equipment Operation, Assorted Materials Processing
Equipment Operation, Welding, Brazing, and Soldering
Machine Assembling
Coating and Plating
Manual Work, Assembly Large Parts
Manual Work, Assembly Small Parts
Manual Work, Metal and Plastics
Manual Work, Wood
Manual Work, Paper
Manual Work, Textile, Fabric, and Leather
Manual Work, Food Processing
Manual Work, Rubber
Manual Work, Stone, Glass, and Clay
Manual Work, Laying Out and Marking
Manual Work, Assorted Materials

Quality Control
Inspecting, Testing, and Repairing
Inspecting, Grading, Sorting, Weighing, and Recording

Elemental Work: Industrial
Supervision
Machine Work, Metal and Plastics
Machine Work, Wood
Machine Work, Paper
Machine Work, Fabric and Leather
Machine Work, Textiles
Machine Work, Rubber
Machine Work, Stone, Glass, and Clay
Machine Work, Assorted Materials
Equipment Operation, Metal Processing
Equipment Operation, Chemical Processing
Equipment Operation, Petroleum, Gas, and Coal Processing
Equipment Operation, Rubber, Plastics, and Glass Processing
Equipment Operation, Paper Making
Equipment Operation, Food Processing
Equipment Operation, Textile, Fabric, and Leather Processing
Equipment Operation, Clay Processing
Equipment Operation, Wood Processing
Equipment Operation, Assorted Materials Processing
Machine Assembling
Machine Work, Brushing, Spraying, and Coating
Manual Work, Assembly Large Parts
Manual Work, Assembly Small Parts
Manual Work, Metal and Plastics
Manual Work, Wood
Manual Work, Paper
Manual Work, Textile, Fabric, and Leather
Manual Work, Food Processing
Manual Work, Rubber
Manual Work, Stone, Glass, and Clay
Manual Work, Welding, and Flame Cutting

Manual Work, Casting and Molding
Manual Work, Brushing, Spraying, and Coating
Manual Work, Assorted Materials
Laundering, Dry Cleaning
Filling
Manual Work, Stamping, Marking, Labeling, and Ticketing
Wrapping and Packing
Cleaning
Loading, Moving, Hoisting, and Conveying

Business Detail

Administrative Detail
Interviewing
Administration
Secretarial Work
Financial Work
Certifying
Investigating
Test Administration

Mathematical Detail
Bookkeeping and Auditing
Accounting
Statistical Reporting and Analysis
Billing and Rate Computation
Payroll and Timekeeping

Financial Detail
Paying and Receiving

Oral Communications
Interviewing
Order, Complaint, and Claims Handling
Registration
Reception and Information Giving
Information Transmitting and Receiving
Switchboard Services

Records Processing
Coordinating and Scheduling
Record Verification and Proofing
Record Preparation and Maintenance
Routing and Distribution

Clerical Machine Operation
Computer Operation
Keyboard Machine Operation

Clerical Handling
Filing
Sorting and Distribution
General Clerical Work

Selling

Sales Technology
Technical Sales
Intangible Sales
General Clerical Work

General Sales
Wholesale
Retail
Wholesale and Retail
Real Estate
Demonstration and Sales Services
Driving-Selling
Soliciting-Selling

Vending
Peddling and Hawking
Promoting

Accommodating

Hospitality Services
Social and Recreational Activities
Guide Services
Food Services
Safety and Comfort Services

Barber and Beauty Services
Cosmetology
Barbering

Passenger Services
Group Transportation
Individual Transportation
Instruction and Supervision

Customer Services
Food Services
Sales Services

Attendant Services
Physical Conditioning
Food Services
Portering and Baggage Services
Doorkeeping Services
Card and Game Room Services
Individualized Services
General Wardrobe Services
Ticket Taking, Ushering

Humanitarian

Social Services
Religious
Counseling and Social Work

Nursing, Therapy and Specialized Teaching Services
Nursing
Therapy and Rehabilitation
Specialized Teaching

Child and Adult Care
Data Collection
Patient Care
Care of Others

Leading-Influencing

Mathematics and Statistics
Data Processing Design
Data Analysis

Educational and Library Services
Teaching and Instructing, General
Vocational and Industrial Teaching
Teaching, Home Economics, Agriculture, and Related
Library Services

Social Research
Psychological
Sociological
Historical
Occupational
Economic

Law
Justice Administration
Legal Practice
Abstracting, Document Preparation

Business Administration
Management Services: Non-Government
Administrative Specialization
Management Services: Government
Sales and Purchasing Management

Finance
Accounting and Auditing
Records Systems Analysis
Risk and Profit Analysis
Brokering
Budget and Financial Control

Services Administration
Social Services
Health and Safety Services
Educational Services
Recreational Services

Communications
Editing
Writing
Writing and Broadcasting
Translating and Interpreting

Promotion
Sale.
Funds and Membership Solicitation
Public Relations

Regulations Enforcement
Finance
Individual Rights
Health and Safety
Immigration and Customs
Company Policy

Business Management
Lodging
Recreation and Amusement
Transportation
Services
Wholesale-Retail

Contracts and Claims
Claims Settlement
Rental and Leasing
Booking
Procurement Negotiations

Physical Performing

Sports
Coaching and Instructing
Officiating
Performing

Physical Feats
Performing

From Guide for Occupational Exploration
U. S. Department of Labor, 1979

Secondary Social Studies TITLE: I am I!	TOPIC: Communication Skills	Student Activity Sheet	309-904 (805) D

To the student:

This activity will help you understand your talents, abilities, and job options more fully. Complete the activities and be prepared to discuss it with the class.

Everyone has talents, abilities, and interests. The words "talent" and "ability" are closely related. Think in this activity of "ability" as something you can already do. Think of "talent" as a natural gift or aptitude which you may or may not have developed. "Interests" are those things or activities you would like to do.

Now make a list under each of the three headings. Be honest and complete.

Talents	Abilities	Interests

Now think about how your interests, abilities, and talents might help you choose a career. For example, if you like to work on engines, careers in mechanical engineering or construction would be interesting to you. A job as a businessman or writer might have less interest for you.

Look at the following list of major categories. Choose the major job areas in which you could use your talents and abilities. On the bottom of this page list two of them and write your talents and abilities which you'd use in the job area. Also list the economic reasons you'd choose that job. If you don't know enough about the job (money, benefits, security, etc.) look in a resource book, ask a resource person in your school, or someone in the community.

Major job areas	Talents and abilities I would use on the job

The students will suggest effective parental responses to children who are having problems. (416) (P, V)

Secondary Social Studies

TITLE: Problem-solving Seminar

TOPIC: Communication Skills

TIME SEGMENT: 1 period

309-905 (416)

D

INSTRUCTIONAL OBJECTIVE:

The students will suggest effective parental responses to children who are having problems.

MATERIALS:

EVALUATION:

The students will suggest effective parental responses to children who are having problems. They will also write about their discussions with their parents about the suggestion on child-parent relationships brought out in class. These shall be done to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. From selected reading and class discussion, establish a background for this activity.

2. Invite a qualified person to the class to conduct a discussion on parent-child relationships during times of stress and crisis. There may be a qualified counselor or knowledgeable, successful parent among the teacher's acquaintances who would come. If not, there are qualified people who serve as counselors in each school district. Contact a local Parent Education Resource Center for assistance.

3. Let the discussion leader know in advance that the object is to draw out the students' suggestions of effective parental responses to children who are having problems.

4. With proper direction this activity could be a positive, helpful guide to the parents of the students in the class, as well as being of help to the students. The ideas brought out should be compiled and duplicated. Each student should have a copy.

5. Give the students the assignment of talking over with their parents the suggestions brought out by the class. Each student should then write at least a short paragraph on the discussion with his parents. Designate a place for the students to put their papers.

Note: This objective should be done with a great deal of discretion.

Skills:

309-825
309-827
309-853

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

SECONDARY SOCIAL STUDIES COMMUNICATION SKILLS INSTRUCTIONAL OBJECTIVE 309-906

The students will participate in a group discussion to name desirable qualities of honesty, morality and citizenship of youth and adults in American society. (205) (V)

Secondary Social Studies

TITLE: Desirable Qualities

TOPIC: Communication Skills

TIME SEGMENT: One class period

309-906 (205)

D

INSTRUCTIONAL OBJECTIVE:

The students will participate in a group discussion to name desirable qualities of honesty, morality, and citizenship of youth and adults in American society.

MATERIALS:

Student Activity Sheet (masters included)
Textbooks
Other resource materials

EVALUATION:

The teacher will be satisfied with the responses of the students who will take part in a class discussion to name desirable qualities of honesty, morality, and citizenship of youth and adults in American society.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Give the students background information about why morality is important to youth and adults.

2. Give the students examples of people who have exhibited moral behavior or immoral behavior and explain why the moral behaviors were desirable. Watergate and ABSCAM are examples that could be used. Dr. Albert Schweitzer, Eleanor Roosevelt, and Woodrow Wilson are representative of people who exhibited qualities of honesty, morality, and citizenship.

3. Define morality and put citizenship and honesty in the context of how they relate to functioning in society.

4. Prepare the students to participate in group discussion by giving them background information about how to hold a group discussion.

5. Explain to the students that they will have to report their discussion to the entire class.

Skills:

309-827
309-853
309-854

Evaluation and Comments on Activity:

Students: ____

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Teacher: ____

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____

Secondary Social Studies TITLE: Desirable Qualities	TOPIC: Communication Skills	Student Activity Sheet	309-906 (205) D

To the student:

There are many character traits and qualities which are important to possess. Suppose you are the President of the United States and you are choosing new cabinet members. You have decided the broad qualities of honesty, morality, and citizenship are necessary for all your cabinet. You want to list qualities which are part of morality and citizenship so you have a better idea of what to look for in your prospective cabinet members.

Work in a group of six to eight people. Choose a group leader and a recorder from the group. The leader will take charge of the discussion, and the recorder will keep notes of the discussion and report to the class.

Discuss the qualities you think your cabinet members would want to possess to be moral and a good citizen. Discuss the following questions also:

1. What other characteristics would you like your cabinet to have?

2. Which of these qualities would you like to have in your life? Why?

3. What difference would it make in society if your cabinet members didn't have moral qualities?

4. What differences could it make in your life if you didn't possess moral qualities?

5. What differences do people without moral standards make in society?

The students will distinguish between honest and dishonest advertising practices; identify consumer protection agencies and laws; describe how to resist pressure sales techniques; and explain the vocabulary of advertising and consumer law. (109) (C, V, P)

Secondary Social Studies

TITLE: Advertising

TOPIC: Legal Responsibilities

TIME SEGMENT: May vary according to activity chosen

309-907 (109)

D

INSTRUCTIONAL OBJECTIVE:

The students will distinguish between honest and dishonest advertising practices; identify consumer protection agencies and laws: describe how to resist pressure sales techniques; and explain the vocabulary of advertising and consumer law.

MATERIALS:

Student Activity Sheet Pages 1-3
(Master included)
Resource book

EVALUATION:

The student will be able to identify six advertising techniques in writing and complete the remainder of the activity to the teacher's satisfaction.

ADAPTATIONS:

The teacher may wish to duplicate the key so that the students can correct the first part of the activity themselves.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating in the activity.

2. Have the students read number 1 of the Student Activity Sheet. Discuss it with them.

3. Review with the class the rest of the activity and the resource materials.

4. If possible, invite someone from the Better Business Bureau into your class to discuss consumer protection. Ask the visitor to discuss the questions in number 2 of the activity.

CONSUMER NEWS

Key

1. authority - hero worship
2. prestige
3. conscience
4. self-improvement
5. popularity
6. security

Skills:

309-825
309-852
309-875

Evaluation and Comments on Activity:

Students: ______________________

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____

Teacher: ______________________

____

____

Secondary Social Studies TITLE: Advertising	TOPIC: Legal Responsibilities	Student Activity Sheet Page 1	309-907 (109) D

To the student:

1. Read the following and answer the questions.

Ads are designed to appeal to one or more of the reader's needs or desires. Not everyone responds to the same appeal. Different age groups respond to different kinds of ads. Writers consider carefully what kind of audience they want to reach. They not only write the ad using words and pictures for this group, but they place their ads in the magazines that are written with these readers in mind.

Do you believe everything you read? When you look at "before" and "after" pictures are you sure they are not retouched? Do you think any special toothpaste can change a person's popularity? What are the ads really saying?

Is the writer trying to persuade you to buy the product anyway he can? Is the writer always honest with you? Ads are written to appeal to one's acceptance of one or some of these things:

Authority - Are you getting the bran in your diet that doctors recommend?

Economy - Pennies mean dollars. When you buy "no brand" are you sure they are safe and secure.

Safety - An "eversafe" lock will keep all your valuables safe and secure.

Popularity - Men prefer girls that wear Lanes - - the shapely hosiery.

Hero Worship - Kids, do you want shoes that will make you as light on your feet as Superman? Tell your Mom that Bubble Sole Walkers do the trick!

Status - The Dogalac--the prestige car for people who demand the best.

Self Improvement - I'm thrilled with the way I look since I've been going to Ever Young Health Spa.

Conscience - Leave the campground the way you would like to find it.

Here are some typical ads. Read them. Then decide and write down on a separate piece of paper the basis of appeal in each ad.

1. Eagle, the All-American star says,"On the basketball court I wouldn't wear any other shoes!"
2. Some people won't settle for second-best. We build homes for them.
3. Sad-looking child, "I hope, when I grow up there will be gas for my car."
4. Fat isn't fashionable. Let Weight-Snatchers help you look the way you long to.
5. Wear British Wood Shaving lotion and watch the girl's heads turn your way!
6. Life is secure with Security Life.

Next choose one of the following activities. Complete the activity on a separate piece of paper.

1. Visit or write the Better Business Bureau or another consumer protection agency. Find out what they do to file a complaint and the difference between honest and dishonest advertising practices. Also find out how they suggest consumers deal with high pressure salesmen.
2. Look in an encyclopedia or other resource book and make a list of six terms that describe advertising techniques. Find one example of each technique in a magazine or newspaper. Label these and turn them in.
3. Read the following sheet about being a consumer and answer the questions.

Every time you purchase a product or service, you are a consumer. Consumers are involved in a process of making choices or decisions each time a product or service is purchased. Smart consumers use all the tools of resources available to make intelligent decisions that allow them to get the most for their money. Budgets are used to plan purchases; consumer test reports help identify quality products; ads tell of special sales; comparison shopping allows money to buy more; and owner's manuals and warranties help consumers get the most from their purchases. The process of being a consumer is a step-by-step process.

The following story is an example of this process in purchasing a used automobile:

Alex wanted to purchase a used automobile he could drive to school and work. He had saved $1350 over the previous two years for the purpose of buying a car. He wanted a car that achieved good gas mileage and could be serviced easily. He read several consumer books on automobiles that listed cars which were "good buys" as used cars. He checked newspaper ads and local car dealers to check the prices for car models the books recommended. Based upon these recommendations and what he could afford to spend, he decided to look for a 1973 or 1974 "Bee Car." He checked ads from car dealers and "private parties"--regular car owners.

He discovered that car dealers were asking $400 to $500 more for similar cars of the same model and year. He found two 1974 "Bee Cars" being sold by private parties, Car A for $1300--and Car B for $1350. Alex test drove both cars, and them took both cars to a mechanic he knew who checked them for damages and bad parts. Car A was in good condition except for a worn clutch which would cost $100 to replace. Car B was in nicer condition in terms of paint and tires, but needed a new engine, which would cost $650.

Alex decided to buy Car A and to offer the owner $1200. The owner refused that offer, but said she would sell the car for $1250 if Alex could arrange to pay her that day. Alex agreed, and after they filled out sales and registration papers, Alex drove home in his "new" car. That night Alex read through the owner's manual. The following morning he made an appointment to have the car serviced and the worn clutch replaced.

a. How did Alex plan to use the car? (What type of driving?)

b. How did he decide upon the model and years to look for?

c. Which car did he buy? Why?

d. How did he discover that Car B needed a new engine?

e. Where did he find Car A and Car B?

f. Based upon Alex's needs, and the cost of the car he bought, do you think it was small, middle-size or large?

The students will identify the parts of a legal contract and the responsibilities implied when one accepts such a contract. (405) (C, V, P)

Secondary Social Studies
TITLE: Contracts

TOPIC: General Social Studies
TIME SEGMENT: One class period

309-908 (405)
D

INSTRUCTIONAL OBJECTIVE:

The students will identify the parts of a legal contract and the responsibilities implied when one accepts such a contract.

MATERIALS:

Student Activity Sheet Pages 1,2
(Master included)
Resource materials

EVALUATION:

The student will be able to identify three major sections of a legal contract and the responsibilities he'd have if he signed a contract.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Explain to the student that legal contracts have legal responsibilities attached to them. Review these responsibilities.

2. Provide some resource materials for the student that explains the parts of a contract.

3. Ask the students to read the Student Activity Sheet and complete the activity.

KEY:

I. The two old prospectors
They would share the profits from their mine.

1. Ace Rental Company (Jack Ace) and Bill Johnson
2. For a cost of $5.00 per hour
3. Bill Johnson
4. Pay the $5.00 per hour fee, pay a $25.00 deposit, then return the sander in good, clean condition to recover the $25.00 deposit.

Skills: 309-875	Evaluation and Comments on Activity: Students: ______________________ ______________________ ______________________ Teacher: ______________________ ______________________ ______________________

Secondary Social Studies TITLE: Contracts	TOPIC: General Soc. Studies	Student Activity Sheet Page 1	309-908 (405) D

To the student:

Read the following information about contracts and answer the questions below. Write your answers on a separate piece of paper:

> In an abandoned mining town in the Mojave Desert, two old prospectors shook hands and agreed to share the profits from their mine. In a plush attorney's office, a young rock star signed a 15 page, million-dollar agreement that, among other things, detailed what food he required before each concert. Both of these agreements are contracts. A contract is an agreement between two or more people in which they promise to do certain things. The people involved in a contract are called the parties to the contract. The promises which they agree upon are called the terms, or obligations of the contract. Usually one party promises to do certain things in exchange or in consideration for what the other party promises to do.

The handshake agreement between the two prospectors is an example of a verbal contract. The terms of the contract were not written down; instead, for the two prospectors, "a man's word is good enough."

I. Who were the parties to this verbal contract?
What were the terms of this verbal contract?

Some contracts become lengthy written agreements, since all the terms are written down. Here is an example of a simple written contract that you might use.

ACE RENTAL COMPANY

Ace Rental Company agrees to rent this electric sander #35 at the cost of $5.00/hour to the renter Bill Johnson. The renter agrees to pay a $25.00 deposit. The deposit will be refunded if the electric sander #35 is returned in good condition, and has been cleaned.

Signed Jack Ace
Ace Rental Company

Bill Johnson
Renter

Time rented: 8:30 a.m.
Time returned: ________
Total Charges ________

Secondary Social Studies TITLE: Contracts	TOPIC: General Soc. Studies	Student Activity Sheet Page 2	309-908 (405) D

1. Who were the parties to this contract?
2. The electric sander #35 was rented in exchange or in consideration for what?
3. Who was the renter?
4. What did the renter agree or promise to do?

Read in the resource material about the parts of a legal contract. List them. If you were to sign a contract, what would be your legal responsibilities? List them.

After you complete this activity, put your paper in the place designated by your teacher.

The students will identify the individual, societal, and constitutional rights, laws, and responsibilities as they are specifically related to the right to vote.
(402) (V)

Secondary Social Studies

TITLE: Right to Vote

TOPIC: Legal Responsibilities

TIME SEGMENT: 2 class periods

309-909 (402)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the individual, societal, and constitutional rights, laws, and responsibilities as they are specifically related to the right to vote.

MATERIALS:

Student Information Sheets
Student Activity Sheet
Transparency pattern
Key
(Masters included)

EVALUATION:

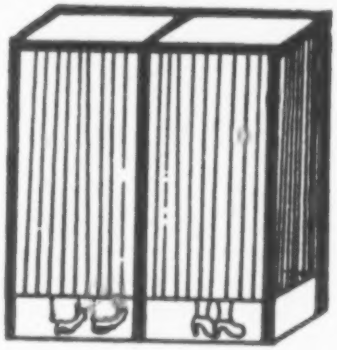
The students will complete their activity sheets and contribute to the class discussion to the satisfaction of the teacher.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:



1. Establish a background for this activity in the Constitution and government.

2. Duplicate enough Student Information Sheets and Student Activity Sheets for the class.

3. Make a transparency from the pattern.

4. An answer key has been provided. After the students complete the Student Activity Sheet, have them self-correct their sheets and discuss answers with the class. Bring out that this activity focused on voting rights, and the next will focus on responsibilities.

5. Show the transparency and direct the following class activity:

   a. Compare the two charts. Note the percentage of people voting in 1968, 1972, and 1980. Note the percentage of the vote received by the winning party each year.

   b. Consider the following questions. In any of the three national elections, did the winning party win with votes from a majority of the voting age population? Answer the above question for Utah.

   c. What might your findings infer as to voter responsibility?

   d. Brainstorm some of the responsiblities that go along with the right to vote.

6. List findings on the chalkboard.

7. Use findings as a springboard for discussion.

Skills: 309-875	Evaluation and Comments on Activity: Students: ____________________ ____________________ ____________________ Teacher: ____________________ ____________________ ____________________

Secondary Social Studies TITLE: Right to Vote	TOPIC: Legal Responsibilities	Student Information Sheet Page 1	309-909 (402) D

Quotations from the U.S. Constitution

Article 1 Section 2

The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors (voters) in each state shall have the qualifications requisite (required) for the electors (voters) of the most numerous branch of the state legislature.

Article IV Section 4

The United States shall guarantee to every state in this Union a republican form of government......

Amendment 15 Section 1

The right of the citizens of the United States to vote shall not be denied or abridged (taken away) by the United States or by any state on account of race, color, or previous condition of servitude (slavery).

Amendment 17 Section 1

The Senate shall be composed of two Senators from each state, elected by the people thereof for set years; and each senator shall have one vote. The electors in each state shall have the qualifications requisite (required) for electors (voters) of the most numerous branch of the state legislatures.

Amendment 19 Section 1

The right of the citizens of the United States or by any state on account of set.

Amendment 24

The right of the citizens of the United States to vote in any primary or other election for President or Vice President, for electors (electoral college) for President or Vice President, or for any Senator or Representative in congress, shall not be denied or abridged (taken away) by the United States or by any state by reason of failure to pay any poll tax or other tax.

Secondary Social Studies TITLE: Right to Vote	TOPIC: Legal Responsibilities	Student Information Sheet Page 2	309-909 (402) D

Amendment 26 Section 1

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any state on account of age.

Constitution of Utah
ARTICLE IV - ELECTIONS AND RIGHT OF SUFFRAGE

Sec. 1

The rights of citizens of the State of Utah to vote and hold office shall not be denied or abridged on account of sex. Both male and female citizens of this State shall enjoy equally all civil, political, and religious rights and privileges.

Sec. 2

Every citizen of the United States, eighteen years of age or over, who makes proper proof of residence in this state for thirty days next preceding any election, or for such other period as required by law, shall be entitled to vote in the election.

Sec. 3

In all cases except those of treason, felony, or breach of the peace, voters shall be privileged from arrest on the days of election, during their attendance at elections, and going to and returning therefrom.

Sec. 4

No voter shall be obliged to perform militia duty on the day of election except in time of war or public danger.

Sec. 5

No person shall be deemed a qualified voter of this State unless such person be a citizen of the United States.

Sec. 6

No mentally incompetent person or person convicted of treason, or crime against the elective franchise, unless restored to civil rights, shall be permitted to vote at any election, or be eligible to hold office in this state.

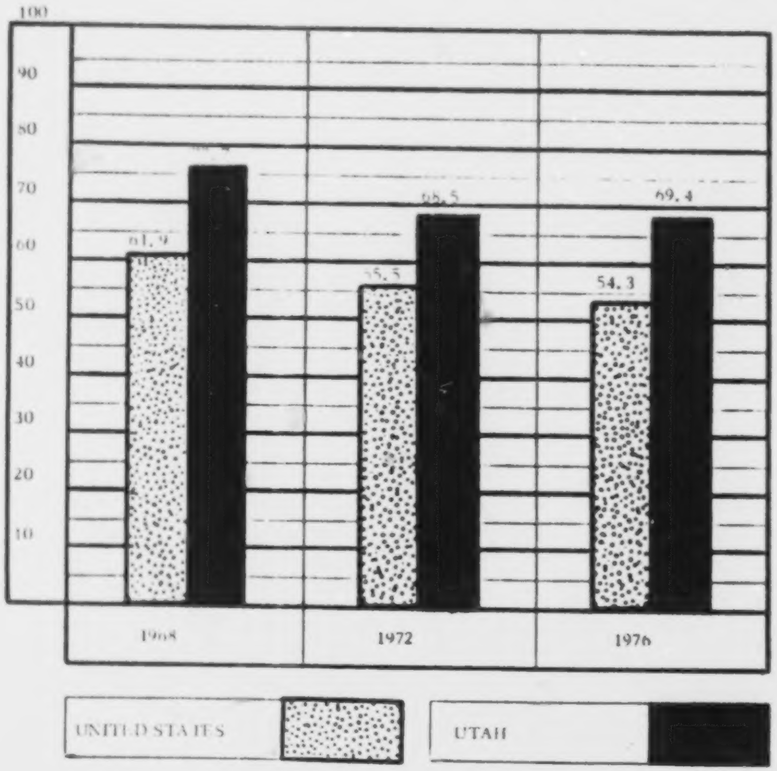
Sec. 7

No property qualification shall be required for any person to vote or hold office.

Secondary Social Studies TITLE: Right to Vote	TOPIC: Legal Responsibilities	Transparency Pattern	309-909 (402) D

Percent of voting age population casting votes in presidential elections 1968, 1972, 1976

A



Popular vote cast for President

B

		Total Vote	Democratic Party	Republican Party	for majority party
1968	U.S.	73,212,000	31,275,000	31,785,000	43.4
	UTAH	423,000	157,000	239,000	56.5
1972	U.S.	77,719,000	29,170,000	47,170,000	60.7
	UTAH	476,000	126,000	324,000	67.6
1976	U.S.	81,556,000	40,831,000	39,148,000	50.1
	UTAH	541,000	182,000	338,000	62.4

Source - Statistical abstract of the U.S. 1978

Secondary Social Studies TITLE: Right to Vote	TOPIC: Legal Responsibilities	Student Activity Sheet	309-909 (402) D

To the student:

Read the information sheets. On a separate piece of paper, answer the following questions:

1. What form of government does the Article IV, Section 4 of the U.S. Constitution guarantee for each state?
2. Using a dictionary, write a definition for that form of government.
3. According to Article I, section 2, how often are members of the House of Representatives chosen?
4. Examine Article IV of the Constitution of Utah and then list the qualifications of a voter.
5. According to the state and U.S. Constitution, what are some of the qualifications that cannot be required of voters?

When you have finished the class discussion using these sheets as a guide, put your paper in the place designated by your teacher.

Secondary Social Studies TITLE: Right to Vote	TOPIC: Legal Responsibilities	309-909 (402) D

KEY:

1. A republican form of government
2. Answers will vary depending upon dictionaries used.
3. Two years
4. Citizen of U.S., 18 years or over, proof of residence in state for 30 days preceding election
5. Property qualifications, sex, race, or color qualifications, a personal background free of slavery, or payment of any kind of tax.

The students will describe the relationship of the functioning of the law to a person's responsibilities by

a. Defining rights, responsibilities, and laws at the local, state, and federal level. (V, P)
b. Describing the differences between felonies and misdemeanors and their respective punishments. (V)
c. Describing the differences between juvenile and adult penal systems. (V)
d. Describing various law enforcement, legal, and social agencies and indicating the services they provide. (V, C)
e. Defining legal authority as granted by the people and judicial systems. (V)
f. Distinguishing between power and authority. (405) (V)

Secondary Social Studies
TITLE: The Law and You

TOPIC: Legal Responsibilities
TIME SEGMENT: 3 - 5 days

309-910 (405)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe the relationship of the functioning of the law to a person's responsibilities by a. defining rights, responsibilities, and laws at the local, state and federal level. b. describing the differences between felonies and misdeameanors and their respective punishments. c. describing the differences between juvenile and adult penal systems. d. describing various law enforcement, legal, and social agencies and indicating the services they provide. e. defining legal authority as granted by the people and judicial systems. f. distinguishing between power and authority.

MATERIALS:

Student Activity Sheet Pages 1-7
(Master included)
Answer keys

EVALUATION:

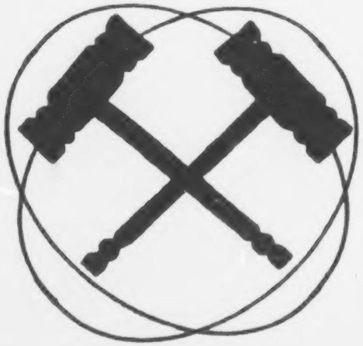
The students will complete the activity to the satisfaction of the teacher.

ADAPTATIONS:

This could be included in a learning center. The answer keys would then need to be put with the activity.

PROCEDURE:

To the teacher:



1. Duplicate enough Student Activity Sheets for the students participating.

2. Ask the class what their lives would be like if we had no laws. Ask them why we have laws on local, state, and federal levels. Explain to the students how law is significant in their lives. Introduce the Student Activity Sheets; then ask the students to read them.

3. After the activity is completed by the students discuss the students' reactions. If possible, invite a local law enforcement official into your class. Prepare the students to ask appropriate questions.

Skills:

309-825
309-852
309-855
309-875
309-876

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: The Law and You	TOPIC: Legal Responsibilities	Student Activity Sheet Page 1	309-910 (405) D

To the student:

1. From class discussion you should have a basic understanding of how laws affect your life.
2. Answer the following question (A) on a separate piece of paper and then choose one of the remaining activities (B through G) to complete.

A. What is the difference between power and authority? Use a dictionary to define these terms. Then in your own words write on a separate piece of paper what you think is the difference between them.

LAW

B. All groups of people, from a school club to our society as a whole, have rules or laws that govern behavior. Our legal system is often confusing and hard to understand. Laws are written in legal language that has special meanings which are generally understood only by attorneys, judges, and others who work in the legal system. Unfortunately, most people have contact with the legal system only when there is a problem, when they are more likely to feel confused and overwhelmed by the legal system.

Most of the laws written by local legislative groups such as city councils or state legislatures are criminal laws. The laws define what behavior is illegal and provide a penalty such as jail or a fine if the law is broken or violated. A parking ticket is written when a person violates a law governing the legal ways to park a vehicle on a public street. A speeding ticket is written when a person violates a law governing legal speeds on public streets. These are minor crimes, and a person committing these crimes is usually not arrested. Instead, as in the case of a speeding ticket, the person promises to appear in court to answer the charges on a later date. If you fail to appear in court as promised, or to pay a parking ticket, you can be arrested for failure to appear. Failure to appear is a much more serious crime than a minor violation such as speeding.

If a person is arrested for a crime, and then accused of that crime, that person becomes a defendant in a criminal case. A defendant, or any person questioned by the police has the right to refuse to answer any questions unless he or she has an attorney present during the questioning. A defendant in a criminal case has the right to be represented by an attorney in the legal proceedings of his or her case. If a defendant cannot afford an attorney, the court will find an attorney who will represent him or her without cost.

If you are ever involved in a criminal case other than a minor traffic or parking violation, it is advisable that you speak with an attorney or legal aid clinic. In most cities, a legal aid society or public defender's office can answer basic questions and help you find the help you need and can afford. If you receive a ticket for a parking or minor traffic violation, carefully read the ticket to determine what you are required to do. Here is an example of a portion of a traffic ticket, called a "Notice to Appear." Read it carefully and then answer the questions which follow.

NOTICE TO APPEAR

Date 4-10-74
Time 1350 hrs.
(1:50 p.m.)

Defendant Name: Last Jones First Joe Middle
Driver's License Number: Z 999999

Violation(s): V.C. 22222 Defendant's vehicle was observed traveling 47 miles per hour in a 35 miles per hour zone.

You are to appear in
on 4-21-74
at 1:30 p.m.

City Traffic Court
222 Main Street Room 22
Slow City

Without admitting guilt, I promise to appear in Court on the above date.
X Joe Jones

On a separate piece of paper, answer the following questions:

1. Who was the defendant?
2. When did this violation occur?
3. What was the violation?
4. When was the defendant to appear in court? Where?
5. When the defendant signed the ticket, did he admit he had been doing something illegal?

C.

USING THE COURTS TO SOLVE PROBLEMS

The courts and the legal system are not only used to decide criminal cases, but are also used to solve disputes between people. Courts which deal with cases involving non-criminal disputes are often referred to as civil courts. Civil cases, also called lawsuits, involve a plaintiff or claimant who sues the other party, called the defendant or respondent.

The plaintiff is usually seeking damages in the form of money from the defendant because the defendant has injured or violated the rights of the plaintiff. Civil cases cover contract disputes, consumer problems, and personal or property damages that were accidental or caused by negligence. Injuries or damages that were intentional are generally crimes and are handled in the criminal courts.

In any disagreement, it is far more desirable for the parties to settle their problems themselves than to become involved in a lawsuit. In many states, an average lawsuit can last more than five years before a decision is reached. In most lawsuits involving more than $1000 to $2000, each party has an attorney; and over several years, court costs and attorney's fees can become very expensive.

An alternative to the regular civil court lawsuit is a claim or grievance filed in small claims court. Small claims courts limit the amount of money a plaintiff can seek as damages, generally to $1000 or less. Small claims courts do not require attorneys, and in some cities or counties, attorneys are allowed in these courts. The court sessions are conducted less formally than in regular courts, and generally, the cases take only a few months to solve. The parties in a small claims court case tell in their own words their side of the disagreement and present evidence, such as contracts, bills, or cancelled checks themselves.

The plaintiff in a small claims court case files a grievance or claim with the court clerk and pays a filing fee. Legal papers listing the plaintiff, the defendant, and the grievance are processed by the court, and then the plaintiff or someone hired by the plaintiff must present a court summons to the defendant. The summons lists the grievance and the scheduled date for a hearing.

The defendant may file a counter-suit against the plaintiff, appear at the scheduled hearing to present his or her side of the grievance, or refuse to appear. If a defendant does not appear at the hearing, the court may enter a default judgment against the defendant. In a default judgment, the court accepts the claim of the plaintiff and orders the defendant to pay the damages the plaintiff has requested.

Here is an example of a small claims court case. Read it carefully and then answer the questions which follow:

> Steve purchased a two-bedroom house from Nancy and Dave. The sales contract specified that all the permanent fixtures in the house were to be included in the sale. When Steve moved into the house, he found that the bathroom sink and toilet had been removed.
>
> Steve contacted Nancy and Dave by telephone and in two letters, but they refused to return the fixtures or pay to have them replaced. Steve had a plumber replace the sink and toilet at the cost of $500. Steve then filed a grievance in small claims court to recover $500 in damages from Nancy and Dave.
>
> In the hearing, Steve presented his side, along with the sales contract, the plumber's bill, and his cancelled check to the plumber as evidence. Nancy and Dave argued that the sink and toilet were not permanent fixtures, so they could remove them. The judge decided in favor of Steve, and ordered Nancy and Dave to pay Steve $500 in damages, and to pay him the $50 in court costs Steve paid to file the grievance.

On a separate piece of paper, answer the following questions:

1. Who was the plaintiff?

2. What damages did the plaintiff seek to recover from the defendant?

3. How were Nancy and Dave involved in the grievance?

4. What evidence did the plaintiff present?

5. Did the defendant(s) deny removing the fixtures?

6. Who won the case? What damages and costs were ordered paid by the judge?

D.

LAWYERS

It is a popular idea the lawyers or attorneys are dishonest and only interested in making money. However, it is interesting to see how quickly people change their minds when they need legal help. Attorneys are usually helpful and often necessary in criminal cases and in civil lawsuits; and, in addition, they are also good sources of information and advice when people make major decisions about contracts or other business and personal activities. Licensed attorneys have been trained in the law and legal processes and have passed a test to be allowed to practice law. It is an attorney's job to see that his or her client's rights are protected and served according to the law. The advice that an attorney can offer is desirable because the law and the legal system are so complex.

Since lawyers fill many roles it is important to find an attorney that meets your needs. One of the most familiar types is the family lawyer. It is considered desirable to have a family lawyer just as it is wise to have a family doctor upon whom you can call in emergencies. He can give advice to his clients on many kinds of problems such as contracts, purchase or sale of property, leases, adoptions, wills, etc.

A smaller number of attorneys are certified specialists. They are certified as qualified and experienced attorneys in their area or expertise by a specialty group, such as the American Trial Lawyers Association. Whatever their specialty, all practicing attorneys belong to the professional organization for lawyers.

To find an attorney who can meet your needs, you can call your local or state bar association and request the names of attorneys who specialize in handling your type of case. If you live near a law school, you can call the law school and ask for the names of recent graduates who could handle your needs. Friends and relatives may be able to recommend attorneys with whom they have had good experiences. Also, in some states, attorneys are allowed to advertise their services and their fees for common cases.

Once you have the names of several attorneys, you may wish to have a brief consultation with each before you decide on an attorney to represent you to determine their fees and procedures. Attorneys charge fees for their services in several ways. In common cases or services, such as preparing a will, attorneys may charge a flat fee. Most often, attorneys charge an hourly rate for their services which also involve research and preparation beyond your meetings together, or court appearances. In some civil lawsuits, attorneys work on a contingency fee basis. In a contingency fee arrangement, an attorney will share in the money his or her client receives in damages, usually as a percentage of the money received.

If a client received $10,000.00 in damages, and the contingency fee arrangement was for the attorney to receive 20% of the damages, the attorney would receive $2,000. However, if the client loses the case, the attorney receives no fee.

When you discuss your case with an attorney, bring all the papers, contracts, or other information to the meeting. If you do not understand the attorney's fees or how the attorney will work for you, ask for an explanation.

If you feel unhappy with the service your attorney is providing, discuss your complaints with him or her. Attorneys have special knowledge and experience, but they work for you.

Here is an example of the processes involved in choosing an attorney. Read the example carefully, and then answer the questions which follow.

> In a wind storm, a large tree from Sam's yard was torn from its roots. The tree fell on his neighbor Mary's new car causing $2,500.00 in damages. Mary's insurance company refused to pay for the damages because her policy did not cover this type of damage. Sam refused to pay Mary because he said it wasn't his fault. Mary decided to sue Sam for the damages to her car. The attorney she knew was a friend who specialized in tax law. Her friend recommended three certified trial lawyers who specialized in civil lawsuits. Mary met with each of the three attorneys and asked about their experience and their fees. She made this table to compare the attorneys.

Attorney A	Attorney B	Attorney C
Experience:	Experience:	Experience:
15 years as a trial lawyer, both criminal and Civil cases	10 years as a trial lawyer, in civil suits only	22 years as a trial lawyer, both criminal and civil cases
Fees:	Fees:	Fees:
$50.00 per hour, plus $100.00 per day in court	$650.00 for this case, flat fee	$650.00 for this case, flat fee

Each of the attorneys agreed that her case would require eight to ten hours of an attorney's time, and three to five days in court. Answer the following questions on a separate piece of paper.

1. Which of the attorneys had the most experience as a trial lawyer?

2. Based upon ten hours of legal work and four days in court, which attorney offered the lowest fees for this case?

3. If Attorney C offered to take this case on a contingency fee basis for 20% of a $2,500.00 damage suit, would this fee be lower than the fees charged by Attorney B? (Assume the client won $2,500.00 in damages.)

E. Contact a legal service agency and find out the services they provide. On a separate piece of paper write a 1 page report on your findings.

F. Find out the difference between juvenile and adult penal systems. Write a one page report on these systems.

G. Find out the differences between felonies and misdemeanors and their respective punishments. List the differences on a separate piece of paper.

After you have completed the activity put your paper in the place designated by your teacher.

Secondary Social Studies TITLE: The Law and You	TOPIC: Legal Responsibilities	Answer Key	309-910 (405) D

B.
1. Joe Jones
2. On April 10, 1974, at 1:50 p.m. (or 1350 hours)
3. Speeding - going 47 mph in a 35 mph zone.
   (Vehicle code #22222)
4. On April 21, 1974 at 1:30 p.m., City Traffic Court,
   222 Main Street, Room 22, Slow City
5. No. He promised to appear in court.

C.
1. Steve
2. $500 - the cost to replace the bathroom fixtures.
3. As defendants
4. The sales contract, the plumber's bill, the cancelled check paid to the plumber.
5. No. But they claimed the toilet and sink were not permanent fixtures.
6. The plaintiff, Steve. $500 damages and $50 court costs.

D.
1. Attorney C
2. Attorney B
3. Yes - 20% of $2,500.00 if $500.00; Attorney B's fees were $650.00

The students will describe the services provided by financial institutions by

a. listing services provided at a bank. (C,P)
b. listing the differences between banks, savings and loans, and credit unions. (C,P)
c. completing forms necessary for opening a checking and savings account. (C,P)
d. listing the advantages and disadvantages of the various types of savings and checking accounts. (808) (C,V,P)

Secondary Social Studies

TITLE: Banks and Credit Unions

TOPIC: Personal Economics

TIME SEGMENT: 3 days

309-911 (808)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the services provided by financial institutions by
a. listing services provided at a bank.
b. listing the differences between banks, savings and loans, and credit unions.
c. completing forms necessary for opening a checking and savings account.
d. listing the advantages and disadvantages of the various types of savings and checking accounts.

MATERIALS:

Student Information Sheets	Pages 1-3
Student Activity Sheet	Pages 1, 2

(Masters included)

EVALUATION:

The student will complete the activity to the satisfaction of the teacher.

ADAPTATIONS:

The materials could be put in a learning center.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students.
2. Before this activity is assigned, provide the class with a background for it.
3. As part of this background, you may wish to invite an officer of a local bank, credit union, or savings and loan company to speak to the class about the services of his institution.

Skills:

309-875

Evaluation and Comments on Activity:

Students: ________________________________

____

____

Teacher: ________________________________

____

____

Secondary Social Studies TITLE: Banks and Credit Unions	TOPIC: Personal Economics	Student Information Sheet Page 1	309-911 (808) D

Checking Accounts

Banks offer several types of checking accounts. One type transfers funds from your savings to your checking account to cover checks that are written. This means that your money can earn interest until it is needed to cover a check.

Many checking accounts require minimum deposit to avoid paying a monthly service fee or a fee for every check written.

Most banks offer a check guarantee card for a minimal annual fee. This card is proof to whoever accepts your check that it will be good. A good credit rating is necessary before a check guarantee card can be obtained.

A credit card is available at banks too. Sometimes it is even added to the guarantee card.

Joint accounts

Joint accounts mean that more than one person can use the same account. Many married couples, for example, have joint checking accounts which both may use.

Savings accounts may also be joint. A son who is not yet legal age would share the account with one of his parents or his legal guardian.

Opening accounts

To open either checking and savings accounts, a person must have some identification, such as a driver's license. He must fill out the appropriate form and have an amount of money he wishes to deposit.

Joint accounts require that everyone on the account sign the application form.

The following lists explain the different services offered by full-service banks, savings and loans, and credit unions.

Bank

Savings accounts - various types
Checking accounts - various types
Safe deposit box
Loans - commercial, installation and real estate
Credit cards
Check protection card

Some banks also offer drive-up windows, 24-hour automatic teller service, and ability to telephone in requests to transfer funds from savings to checking accounts. They have money orders and travelers checks and sometimes special gifts for money add to new or existing accounts.

Savings and loans

Savings accounts - various types
Loans - various types
Banking by mail service
Notary public
Travelers' checks
Money orders

Some savings institutions also validate parking tickets when you do bank business and offer free copy service.

Credit union

The members of a credit union are the share holders in it. They set policy and run the credit union through their appointed officers. Not every credit union offers the same services; the following list shows what one credit union offers:

Life insurance on savings

Scholarships to several members' children
Payroll deductions for savings shares
Time certificates
Notary public
Travelers' checks
Financial counseling
Books of used car prices
Drive-up windows
Discount theatre tickets

Savings accounts

Most banks and savings and loans offer a variety of savings accounts. The amount of money, length deposited, and interest rate determine the amount of interest you can receive. For example, regular pass book savings pay minimal interest. If you have this kind of account, you have a passbook which is stamped everytime you add or withdraw money. Interest is usually figured daily and paid quarterly. There is no penalty for withdrawal.

Certificate accounts pay higher interest rates depending on the length of time and amount of deposit. For example, if you opened a certificate account of $500 for four years, you might get 71/4% per annum (year). If you deposited the same amount of money for eight years, you could earn 7 3/4%. The longer the money was on deposit the higher the interest rate would be. There is a substantial penalty for withdrawal of money before the certificate date is up.

Investment certificates are another means of saving. The interest rate changes periodically and $500 must be invested for 30 months.

Money market certificates also pay high interest rates. Some institutions require $10,000 minimum while others only expect $1000 minimum deposit. The time required for deposit varies from one month to several years. There is a penalty for early withdrawal of money market funds.

To the student:

1. From your class discussion and reading, including the information sheets, you should have an understanding of banks, savings and loan institutions, and credit unions.

2. On a separate piece of paper, make a list of services that are the same for all three types of institutions. On the same sheet, make a list of the items that are different.

3. Which one of these institutions might be best for you if you simply wanted to save money?

4. Contact a savings institution and ask the following questions. Write down the answers you receive on a piece of paper.

   a. Will interest be paid on the money that is deposited to my account?
   b. May I write checks on savings accounts?
   c. To withdraw money from a savings account, must I present my passbook?
   d. Does the bank keep a record of the signature of each depositer?
   e. Does a full service bank deal only in checking accounts?

5. Fill out the bank agreement form using as much actual data as possible. Use fictitious data in the remaining blanks

6. When you have completed the activity, put your paper and the form in the place designated by your teacher.

Secondary Social Studies TITLE: Banks and Credit Unions	TOPIC: Personal Economics	Student Activity Sheet Page 2	309-911 (808) D

Fill out this form.

Thrift Bank and the undersigned depositor agree that the contents of this sheet constitute an agreement of deposit between them.

Name Account no.

Depositor's signature Social Security No.

Street address

City State Zip code Telephone

Deposite made Date account opened

Birth Date Employment

Account opened by Account approved by

The students will describe the process of applying for a loan by

a. Completing an application. (C,P)
b. Listing legal responsibilities related to a loan transaction. (C,V,P)
c. Listing the responsibilities of a co-signer of a loan. (C,P)
d. Identifying various types of loans, the purpose of each, and their uses (installment, home mortgage). (C,P)
e. Identifying interest as the cost of the loan and calculating the cost of a simple loan. (C,P)
f. Defining the variables that determine the real cost of the loan (interest rate, time, total borrowed, taxes, and insurance). (808) (C,V,P)

Secondary Social Studies TITLE: Applying for a Loan	TOPIC: Personal Economics TIME SEGMENT: 2 class periods	309-912 (808) D

INSTRUCTIONAL OBJECTIVE: The students will describe the process of applying for a loan by a) completing an application; b) listing legal responsibilities related to a loan transaction; c) listing the responsibilities of a co-signer of a loan; d) identifying various types of loans, the purpose of each, and their uses (installment, home mortgages); e) identifying interest as the cost of the loan and calculating the cost of a simple loan; f) defining the variables that determine the real cost of the loan (interest, time, total borrowed, taxes, and insurance.)

MATERIALS:

Student Information Sheet, Pages 1, 2
Student Activity Sheet
(Masters included)

EVALUATION:

The student will be able to explain loans and fill in a loan application to the satisfaction of the teacher.

ADAPTATIONS:

The teacher could provide the information about loans in written form and ask students to write the news story from this material. The teacher may wish to provide the answer key and have the students correct their own true/false quiz on interest.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information and Student Activity Sheets for the students participating. Get a loan application and duplicate copies of it for the students participating.

2. From selected reading and/or class discussion, provide the students with a background for this activity.

3. Invite a banker or someone else who is knowledgeable about loans into your class. Tell the students they are going to be newspaper reporters at a news conference, and have them write questions in advance that will gather the information desired.

4. After the banker's visit, have the students write a one page news story reporting the visit of the banker, complete the activities on the activity sheet, complete the loan application, and hand in their papers for evaluation.

Skills:

309-875

Evaluation and Comments on Activity:

Students: ______________________

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Teacher: ______________________

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Secondary Social Studies TITLE: Applying for a Loan	TOPIC: Personal Economics	Student Information Sheet Page 1	309-912 (808) D

To the student:

INTEREST

Banks are private companies. They make a profit. Like any other company, banks are in business to make money, just as butchers, bakers, and shoe stores, etc. But keeping your money in a bank can make money for you, too. Here is how it works.

If you put your money in a piggy bank and hide it away in a closet, you risk having it stolen. Avoiding that, when you open the bank, you'll have just the same amount you put in. If you put your money in the bank, even though the bank is robbed, your money is safe. Most banks are insured. Make sure you select a bank protected by F.D.I.C. (Federal Deposit Insurance Corporation).

If you leave your money in the bank, every few months the bank adds a certain amount to it. This is called interest. The amount of interest they pay you depends on the type of account you open. If you put your money in some checking accounts, you will receive no interest, while in others you can receive some interest. Placed in a savings account, you will receive about 5-3/4 percent per year.

When the bank pays you interest, they are paying you for the use of your money, since that is how the bank makes money. Banks lend money to businesses or to anyone else that they think can pay them back. For example, suppose a business borrows $100 from a bank. Assuming that the current rate of interest is 9.5%, the business must pay $109.50. The $9.50 is interest. This is how the bank makes money. You make money because the bank pays you interest and the bank makes money because whoever borrows from them must pay more interest. Here is the idea. Suppose the current interest rate on savings accounts is 5-3/4 percent per year and the current interest rate on loans is 9-1/2% per year.

You deposit $100. In one year the bank pays you $105.75. ($5.75 = interest)
Bank lends $100. In one year, the bank gets back $109.50. ($9.50 = interest)
The banks profit is $4.25.

Secondary Social Studies TITLE: Applying for a Loan	TOPIC: Personal Economics	Student Information Sheet Page 2	309-912 (808) D

INTEREST PAYMENTS

Getting the best interest rate is a major consideration. Different types of financial institutions charge interest in various ways. The faster the borrower can repay the loan, the less interest he will have to pay.

Sometimes commissions, premiums, or points on loans are charged. These add greatly to the overall cost of the loan. "Points" are charged to a lender so loan companies can get more funds. Each point is 1% of the mortgage loan. For example, if the buyer needs $15,000, each point will cost $150 ($15,000 x .01).

Settlement or closing costs add other additional charges. Most states require a fee for recording the deed. Examining the deed and setting an appraisal add from $100 to $200 extra. Title insurance is also occasionally required.

As the result of 1976 legislation, lenders must give borrowers a government booklet about settlement payments. The lender must also let the borrower look at the settlement one day before closing.

Secondary Social Studies TITLE: Applying for a Loan	TOPIC: Personal Economics	Student Activity Sheet	309-912 (808) D

To the student:

1. On a separate piece of paper answer these true/false questions.
   a. Banks are owned by the government.
   b. You receive interest on all checking accounts.
   c. Banks pay interest on savings accounts because they use the money to make loans.
   d. Banks pay the same interest on deposits as they charge people who borrow money.
   e. If a bank is robbed your money is safe if the bank is insured.

2. Following your teacher's instructions complete the loan application.

3. Before the bank official or person knowledgeable about loans visits your class, formulate some questions to ask. You might want to know about following:
   a. the responsibilities of a co-signer
   b. the responsibilities related to a loan transaction
   c. how to calculate the cost of a simple loan
   d. the various types of loans
   e. the real cost of a loan (interest rate, time, total borrowed, taxes, and insurance)
   f. the NOW checking accounts. What are some advantages and disadvantages of these accounts?

4. Write a one page news story reporting the visit of the banker. Include the most important things that he said.

5. After you have completed the the news story, put it and the application form in the place designated by your teacher.

The students will formulate a realistic personal budget with given data. (808) (P)

Secondary Social Studies
TITLE: Personal Budget

TOPIC: Personal Economics
TIME SEGMENT: 1 class period

309-913 (808)
D

INSTRUCTIONAL OBJECTIVE:

The students will formulate a realistic personal budget with given data.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

The students will be able to formulate a personal budget to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students who are participating in the activity.

2. Explain the importance of budgeting to the students.

3. Have the students read the activity sheet and answer the questions.

4. Have students complete section 2 of the activity.

Answer Key
1. rent, Joanne's share of the rent, 1/2
2. $520 per month, her paycheck from the Yahoo Company
3. $190 per month
4. $30.00 per month
5. yes
6. Ten percent is $42.00

Skills:

309-853
309-875

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: Personal Budget	TOPIC: Personal Economics	Student Activity Sheet Page 1	309-913 (808) D

To the student:

THE REAL "BUDGET PLAN"

A budget is a plan for using money effectively to meet everyday needs and expenses over a specified period of time. Budgets have two basic elements: income and expenses, or money that is received and money that is spent. The reason for preparing a budget is to balance expenses with income, and to use a weekly, monthly, or yearly budget to plan purchases of less necessary items such as a new car or stereo.

The first step in preparing a budget is to list your income. It is most convenient to list this by how often the income is received, such as weekly or monthly. The second step is to prepare a list of the regular expenses you have, and perhaps some additional items you wish to purchase. Regular expenses may include food, rent or house payments, utilities (gas, water, electricity), telephone, clothing and laundry costs, transportation (car, bus, etc.), and entertainment costs.

Here is an example of a monthly personal budget Joanne prepared. Joanne shared expenses for rent, utilities, and telephone with her roommate so she could have a new car and a nice apartment. Carefully read Joanne's budget and then answer the questions using the budget. Write the answers on a separate sheet of paper.

Income:

Paycheck from
Yahoo Company
$520.00 (after taxes)

Total income $520.00

Total expenses $520.00

Expenses:

Savings	$ 60.00
Rent (1/2)	85.00
Utilities (1/2)	10.00
Car payment	90.00
Telephone (1/2)	15.00
Car insurance	35.00
Food	100.00
Car running expense	65.00
Clothes	30.00
Miscellaneous	30.00

Secondary Social Studies TITLE: Personal Budget	TOPIC: Personal Economics	Student Activity Sheet Page 2	309-913 (808) D

1. What single item cost $85.00 per month?
2. What was Joanne's total income, and where it come from?
3. Add the expenses for the car payment, car insurance, and car running expense for the car. What was the total transportation expense per month?
4. How much was budgeted for miscellaneous per month?
5. Did her income balance with her expenses?
6. Joanne wanted to save 10% of her income each month. How much would she have to save each month to do this?

2. Develop a budget for yourself based on the following information:

paycheck	$800.00 after taxes
apartment	250.00
utilities	50.00
car	125.00

Figure out how much you would spend for food, insurance, telephone, gasoline and car maintenance, clothes and other expenses.

Put your completed budget in the place designated by your teacher.

The students will describe the advantages of automobile and property insurance and how to apply for benefits. (808) (P)

Secondary Social Studies TITLE: Insurance	TOPIC: Personal Economics TIME SEGMENT: One class period	309-914 (808) D

INSTRUCTIONAL OBJECTIVE:

The students will describe the advantages of automobile and property insurance and how to apply for benefits.

MATERIALS

Student Information Sheet Pages 1,2
Student Activity Sheet
(Master included)

EVALUATION:

The student will be able to explain to the teacher's satisfaction why homeowners and automobile insurance are essential.

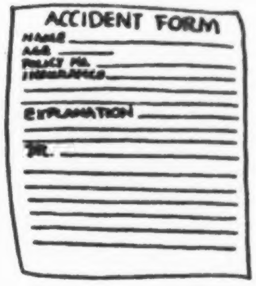
ADAPTATIONS:

This activity could be put in a learning center.

PROCEDURE:

To the teacher:

1. Explain the concept of insurance to the students and how they apply for benefits.
2. Ask the students to read and complete Student Activity Sheet
3. Ask the students to write a brief summary of the activity sh



Skills:

309-853
309-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Insurance	TOPIC: Personal Economics	Student Information Sheet Page 1	309-914 (808) D

Property Insurance

Homeowners policies are of many types. An all-risk policy usually covers the following:

1. Dwelling (house itself)
2. Apartment, private structure (guest houses, sheds, garages, other structures)
3. Personal property (household contents and other personal belongings including clothes, etc. Pets are excluded. Cars and belongings of boarders and roomers are not covered.)
4. Additional living expense (20% of dwelling insurance).
5. Comprehensive personal liability (covers injury to others or damage to others' property).
6. Medical payments (covers claims made by others for injuries from family members or family pets on or off property).
7. Physical damage to property (for damages by family members to someone else's property. It doesn't matter whether the homeowner is at fault or not.)

Find out what kind of insurance your parents or guardians have on your home. What are two aspects of that coverage the directly affect you? How do they affect you?

Automobile Insurance

Automobile insurance is extremely important. In Utah, every car owner is required by law to have liability insurance. The following paragraphs describe various components of automobile insurance:

Bodily injury liability - Family members and those who drive the insured's car with permission are covered. The insured's family are covered when they drive someone else's car with that owner's permission. This insurance also protects the insured if someone injured in the car sues. Minimum coverage is $5,000 for one person or $10,000 total if more than one person is injured in an accident.

Medical Payments Coverage - This covers family or guests riding in the car. The insurance company will pay medical expenses for one year after an accident no matter who was at fault. Medical, surgical, x-ray, and dental services are covered to the policy limit. Some policies also cover ambulance, hospital, nursing, and funeral expenses. Families with children and families who transport other children find this coverage essential.

Property Damage Liability - Family members and those driving the car with permission are covered. Members of the family driving another car with permission are also covered. The car owner is covered when his car damages others' property. The car itself is not covered, however. This coverage is essential. Purchasing it in large amounts is often more economical than buying only small amounts.

Comprehensive Physical Damage Insurance - If the car is stolen or damaged, this insurance provides coverage. Collision damage is not covered, but damage caused by fire, flood, lightning, and windstorm is. Glass breakage is also covered.

Collision Insurance - If the car is in a collision, this insurance covers damages. This is the most expensive insurance because many minor accidents require paint and body work, which are costly. Car owners reduce their premiums by buying a deductible of $50 or $100. If damage occurs, the insurance company will pay only that amount over $50 or $100.

Collision insurance costs vary widely across the country. Unmarried male drivers under 25 pay the highest rates. Other age brackets have varying rates, too.

Protection Against Uninsured Motorists - This coverage protects the family against hit-and-run or uninsured drivers. The insured can only collect if the uninsured motorist was legally liable.

1. What difference will it make to your parents' or guardians' auto insurance payment if you get a B average or better when you drive?

2. Which two kinds of automobile coverage seem most important from your point of view. Why?

Important Facts About Property and Liability Insurance

1. Liability and property insurance is possible because many people pay small payments from which companies have a fund to pay claims.

2. Liability and property insurance rates are based on past experience.

3. A homeowners' policy is the least expensive way of insuring against loss in a home.

4. Carrying adequate automobile insurance is very important.

5. People should only deal with reputable companies d find an insurance agent they can trust.

Secondary Social Studies TITLE: Insurance	TOPIC: Personal Economics	Student Activity Sheet	309-914 (808) D

To the student:

An important form of protection for you and your family is insurance. Insurance policies can be purchased which guarantee payment to you or your family in case of accident, illness, or death. Insurance policies can also provide for payment in case of accidental loss or damage to your home or car.

Most companies today furnish medical insurance to their employees and families as one of the side benefits. When taking a job, you need to know what kind of coverage you have and how you file for those benefits. The insurance company will have a form to submit a claim for payment. It will be your responsibility to fill in the top part of this form. You must include your name, employer's name, date of accident or sickness, description of the sickness or injury, doctor's name, and your signature.

The bottom part of the form is to be filled in by the doctor, clinic, or hospital.

When buying life insurance, insurance on your home or automobile, the agent who sells that insurance will fill out the necessary forms. Make sure, however, that you understand all of the terms of the policy. Ask the agent to explain anything to you which you do not understand. If the need arises to file a claim for any reason, contact your insurance agent at once and find out exactly what must be done to file a claim.

Using the sample claim form provided, file a claim for yourself for an accident while on the job for Pack-A-Box Warehouses. While loading boxes on a truck on December 13th, you pulled a muscle in your lower back. Your policy number is A 512-6987. You have no other insurance coverage. Your doctor's name is Dr. Ike N. Stitch. Be sure you sign your name.

When you have completed the claim form, put it in the place designated by your teacher.

Sample Claim Form
309-914 (808)

HAPPY LIFE
INSURANCE COMPANY
HOME TOWN, U. S. A. 90074

PART A - EMPLOYEE AND PATIENT INFORMATION (Must be completed by Enrolled Person—Employee, Retiree, Widow etc.)

NAME OF EMPLOYEE (or enrolled person)	NAME OF EMPLOYER (District, College or Univ.)	YOUR POLICY NUMBER MUST BE ON ALL CLAIMS SUBMITTED* ➡	POLICY NUMBER
STREET	CITY & STATE	ZIP CODE	EMPLOYEE'S DATE OF BIRTH
NAME OF PATIENT	PATIENT'S RELATIONSHIP TO EMPLOYEE ☐ SELF ☐ WIFE ☐ HUSBAND ☐ NATURAL CHILD ☐ OTHER ________	IF CHILD, IS HE/SHE MARRIED? YES ☐ NO ☐	PATIENT'S DATE OF BIRTH
DATE OF [illegible] OR WHEN SICKNESS BEGAN	DESCRIBE THE SICKNESS OR INJURY		
IF INJURED, HOW AND WHERE DID ACCIDENT HAPPEN?		WAS ILLNESS OR INJURY CONNECTED WITH PATIENT'S EMPLOYMENT? YES ☐ NO ☐ UNKNOWN ☐	
PHYSICIAN'S NAME	NAME OF SPOUSE	NAME AND ADDRESS OF SPOUSE'S EMPLOYER IF NOT EMPLOYED CHECK HERE ☐	

IS THE PATIENT COVERED UNDER ANY OTHER GROUP INSURANCE, HEALTH MAINTENANCE ORGANIZATION, OR GOVERNMENT PLAN (MEDICARE)?
YES ☐ NO ☐ IF YES, GIVE NAME, ADDRESS AND POLICY, SUBSCRIBER OR MEDICAL ASSISTANCE NUMBER OF THE INSURANCE COMPANY OR OTHER PROVIDER OF BENEFITS

NAME AND ADDRESS

POLICY, SUBSCRIBER OR MEDICAL ASSISTANCE NUMBER

IS THE PATIENT COVERED UNDER MEDICARE? YES ☐ NO ☐ EFFECTIVE DATE, IF KNOWN ________

IF PAYMENT [illegible] TO BE MADE DIRECTLY TO PHYSICIAN OR PROVIDER [illegible] SIGN BELOW

X

DATE

PATIENT OR PARENT [illegible] MUST SIGN BELOW

I CERTIFY THAT THE ABOVE INFORMATION IS CORRECT AND COMPLETE AND AUTHORIZE EDUCATORS MUTUAL INSURANCE ASSOCIATION AND/OR PROVIDERS OF HEALTH CARE TO SECURE OR RELEASE INFORMATION RELATING TO THIS CLAIM.

X

DATE

PART B - PHYSICIAN OR SUPPLIER INFORMATION (To be completed by the physician, or supplier of medical services or attach itemized statement.)

PATIENT'S NAME	AGE	DOES PATIENT HAVE OTHER HEALTH INSURANCE COVERAGE? YES ☐ NO ☐ IF YES, PLEASE IDENTIFY
IS CONDITION DUE TO INJURY OR SICKNESS ARISING OUT OF PATIENT'S EMPLOYMENT? YES ☐ NO ☐	PREGNANCY? YES ☐ NO ☐ IF YES, DATE PREGNANCY BEGAN	NAME OF REFERING PHYSICIAN
DATE SYMPTOMS FIRST APPEARED OR ACCIDENT HAPPENED	DATE PATIENT FIRST CONSULTED YOU FOR THIS CONDITION	HAS PATIENT EVER HAD SAME OR SIMILAR CONDITION? YES ☐ NO ☐ IF "YES" WHEN FROM ______ TO ______

DIAGNOSIS OR NATURE OF ILLNESS OR INJURY REQUIRING SERVICES OR SUPPLIES

DATE OF EACH SERVICE	†PLACE OF SERVICE CODE	*DIAGNOSTIC CODE	DESCRIBE SURGICAL OR MEDICAL PROCEDURES AND OTHER SERVICES OR SUPPLIES FURNISHED FOR EACH DATE GIVEN (EXPLAIN UNUSUAL SERVICES) (ANESTHESIA — TOTAL MINUTES) (X-RAY REQ'D ORAL SURGERY)	**PROCEDURE CODE	CHARGES	CLAIMS OFFICE USE ONLY

†PLACE OF SERVICE CODES

1 (IH) —INPATIENT HOSPITAL
2 (OH) —OUTPATIENT HOSPITAL
3 (O) —DOCTOR'S OFFICE
4 (PH) —PATIENT'S HOME
5 —DAY CARE FACILITY (PSY)
6 —NIGHT CARE FACILITY (PSY)
7 (NH) —NURSING HOME
8 (SNF) —SKILLED NURSING FACILITY
9 —AMBULANCE
0 (OL) —OTHER LOCATIONS
A (IL) INDEPENDENT LABORATORY
B OTHER MEDICAL SURGICAL FACILITY

TOTAL CHARGES

BALANCE DUE

DATE CERTIFIED

BY ________

*ICDA (INTERNATIONAL CLASSIFICATION OF DISEASES, ADAPTED) — IF DIAGNOSIS CODE OTHER THAN ICDA USED GIVE NAME

PHYSICIAN'S OR SUPPLIER'S NAME, ADDRESS, ZIP CODE & TELEPHONE NO	DATE SIGNED	YOUR PATIENT'S ACCT. NUMBER
	PHYSICIAN OR SUPPLIER SIGNATURE AND DEGREE	SOCIAL SECURITY NUMBER
		EMPLOYER I.D. NUMBER

BEST COPY AVAILABLE

The students will evaluate the use of credit cards and describe the related consumer responsibilities. (808) (V, P)

Secondary Social Studies

TITLE: Credit Cards

TOPIC: Personal Economics

TIME SEGMENT: 1 class period

309-915 (808)

D

INSTRUCTIONAL OBJECTIVE:

The students will evaluate the use of credit cards and describe the related consumer responsibilities.

MATERIALS:

Student Activity Sheet Pages 1,2
(Master included)

EVALUATION:

The student will be able to explain the responsibilities of using a credit card to the satisfaction of the teacher.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for your class.

2. Discuss the use of credit cards with the class.

3. Ask the students to read the activity and answer the questions. The answer to the true/false test is below.

BANK CARD
JOHN GREEN
518-69-4305
LACYS
HN GREEN
671-340-1340

4. After the true/false test is corrected have the students complete the remainder of the activity.

Key:

1. T
2. F
3. F
4. T
5. F

Skills:

309-853
309-875

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Credit Cards	TOPIC: Personal Economics	Student Activity Sheet Page 1	309-915 (808) D

To the student:

We actually live in a world of cards. Millions of people in America own credit cards. We use them for vacations, clothing, food, books, drugs, motels, and various and sundry objects.

If you don't now have a credit card, chances are that you soon will. Credit cards can become a burden if the owner is not a careful consumer. How much do you know about credit cards? In the short questionnaire, check the column which indicates whether the statement is true or false. This will give you an idea how much you know about credit cards.

	T	F
1. It costs more to buy with a credit card than to use cash.		
2. No one can get a credit card unless he/she is over 21.		
3. You pay for everything a person charges on your account whether your card is stolen or not.		
4. There are different kinds of credit cards.		
5. The only kind of credit a person can get is using a credit card.		

Explanation of True/False Questions

1. When buying on credit, an interest charge is made.. This amount is charged for using the credit. If you pay your bill within 30 days, you are generally not charged interest; however, most stores that give credit generally charge higher prices. This is so they can pay for the billing of their charge customers.

2. Special charge accounts may be obtained by those under 18. However, parents generally must sign and agree to pay the charges if the teenager doesn't.

3. If you think your credit card has been lost or stolen, be sure to notify the firm or institution that sent you your card. They will cancel your old card and send you a new one in its place. This means your account number has been changed so that no one may charge on your old account. However, if you have not realized that your card is missing and someone else has charged on your account, under federal law, you only have to pay $50.00 if the card is stolen.

4. The three main kinds of credit cards are (1) charge cards, (2) bank cards, and (3) membership cards.

The charge card and bank card allow you to pay a small amount each month on your bill. In addition, they charge you interest on the remaining balance. The membership card charges no interest, but requires you to pay your bill in full every month.

5. Doctors and dentists usually extend credit for a period of time without the patient having to show a credit card.

Buying with credit cards is so easy that it's very easy to spend too much. So remember:

- Read a credit card agreement carefully. Notice how much money you must pay each month. The more you charge, the more you pay.

- For small purchases pay by cash or by check. Don't use your credit card constantly.

- Plan your credit card purchases.

- Don't buy more than you need just because you have a credit card.

- Keep track of credit card purchases. Save your sales slips; then you will have a record in case the store makes a mistake with your bill. You will also know when you have spent the money you have budgeted for these items.

- Keep in mind the day your payments are due or write a reminder for due dates so that you won't accrue interest on the money you owe. Having to pay interest makes your purchases more expensive.

Write your answers to the following questions on a separate piece of paper.

1. Make a list of suggestions that you might follow in order not to overspend the amount of money you have.
2. What are your responsibilities if you use a credit card?
3. When would it be good to use a credit card?
4. When would it be wise not to use one?

After you answer the questions, put your paper in the place designated by your teacher.

The students will explain how the income tax affects their lives by

a. identifying how income taxes are deducted, collected, and spent. (P)
b. completing a W2 Form and 1041 tax form from given data. (P)
c. stating the advantages of itemizing deductions for tax purposes. (809)

Secondary Social Studies
TITLE: Your Personal Income Tax Return

TOPIC: General Social Studies
TIME SEGMENT: 1 period

309-916 (809)
D

INSTRUCTIONAL OBJECTIVE:
The students will explain how the income tax affects their lives by:

1. identifying how income taxes are deducted, collected, and spent.
2. completing a W4 Form and 1040A tax form from given data.
3. stating the advantages of itemizing deductions for tax purposes.

MATERIALS:

Texts, materials from the Internal Revenue Service, and any other pertinent sources.
Copies of W4 Forms, 1040A Forms with accompanying instruction booklets for each student.

EVALUATION:
The students shall correctly fill our a W4 Form and 1040A Form and demonstrate to the teacher's satisfaction during class discussion that they understand how income taxes are deducted, collected, and spent and that itemizing deductions for tax purposes is advantageous.

ADAPTATIONS:
The teacher may adapt this activity to the needs of the class.

PROCEDURE:
To the teacher:
It is suggested that this activity be done in the month of February. At this time, those students with jobs should have received their W2 Forms from their employers and can use the information from this form for this activity. Prior to the day of this activity, ask the students to bring their W2 Forms.

Have a copy of Form 1040A with its accompanying instruction booklet and a W4 Form for each student in the class. These are available at every I.R.S. office and at some other public buildings.

Using selected materials from texts, materials from the I.R.S. and from any other available source, hold a class discussion so that the students get a background on personal income tax. The discussion should include how income taxes are withheld, collected, and spent. The students should understand that while most of them are using 1040A at this point in their lives, in the future when their finances become more complicated, they will file Form 1040. When they use Form 1040, there will be an advantage in itemizing deductions.

In this activity, the students will complete a W4 Form called an "Employee's Withholding Allowance Certificate", and U.S. Individual Income Tax Return Form 1040A.

After the discussion, have the students fill out the W4 Forms. Take them through together, blank by blank, explaining the form as you go.

Then, using the instruction booklet, help the students fill our Form 1040A. Have those who brought W2 Forms use the information on those to fill out the 1040A. Have the other students use as much factual information as possible. Assign these students a plausible income, interest income, and any other information that they may not have. After the forms have been checked, the students who need to do so should submit their forms to the I.R.S.

Skills:

309-875
309-876

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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The students will explain how sales tax affects their lives. (V,P)

Secondary Social Studies TITLE: Sales Tax Affects You	TOPIC: Personal Economics TIME SEGMENT: 1 month	309-917 D

INSTRUCTIONAL OBJECTIVE:

The students will explain how sales tax affects their lives.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)

EVALUATION:

The student will complete the activity to the satisfaction of the teacher.

ADAPTATIONS:

The materials should be put in a learning center.

PROCEDURE:

To the teacher:

1. Before this activity is assigned provide a background for the students in sales tax.

2. As part of the background you may wish to invite a salesperson to visit your class. Ask him to show the class the tax chart he uses and explain how much tax he might collect on an average day.

3. Duplicate enough Student Information Sheets and Student Activity Sheets for the class.

Skills:

309-827
309-876

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies
TITLE: Sales Tax Affects You
TOPIC: Personal Economics
Student Information Sheet
309-917
D

In Utah sales tax is 5%, and it's added to everything but medicine. That means that everytime you spend $1, you pay an additional 5¢ tax on it.

Sales tax varies from state to state, so, for example, you might pay 8% in New York City and no sales tax on food in Oregon.

Sales tax makes a big difference when you buy large items. Suppose you moved away from home and bought the following:

car	$4,500
TV	200
Washer	250
	4,950

How much sales tax would you pay?

Sales tax would make a major difference in your ability to buy those three items and anything else.

Secondary Social Studies TITLE: Sales Tax Affects You	TOPIC: Personal Economics	Student Activity Sheet	309-917 D

To the Student:

1. From your reading (including the Student Information Sheet) and class discussion you should have a basic understanding of sales tax.

2. Use a separate piece of paper for any written work. Complete the following activity.
   a. Contact local tax officials. Find out and write down how much sales tax is gathered in your community every year.
   b. Keep track of the amount of sales tax you pay in a week. Write a list of what you bought and how much tax you paid on it every week for a month.
   c. Find out what sales tax is used for. Write down at least three uses.
   d. Write down any large purchases you or your parents have made ahd the sales tax on each item. Answer whether this is more or less than you thought. Think about the big items your parents bought last Christmas. List these items and how much sales tax was paid at Christmas time.

3. When you have completed this activity, put your paper in the place designated by your teacher.

The students will explain how real estate taxes operate by

a. listing community services supported by property tax (C, P)
b. defining "assessed valuation". (P)
c. listing prescribed procedures for appealing assessed valuation on properties. (809) (P)

Secondary Social Studies
TITLE: Property Taxes

TOPIC: Personal Economics
TIME SEGMENT: 20 - 30 minutes

309-918 (809)
D

INSTRUCTIONAL OBJECTIVE: The students will explain how real estate taxes operate by
a. listing community services supported by property tax.
b. defining "assessed valuation."
c. listing prescribed procedures for appealing assessed valuation on properties.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Books, articles, govenment publications dealing with property taxes

EVALUATION: The students will be able to explain how real estate taxes operate by
a. listing community services supported by property tax.
b. defining "assessed valuation."
c. listing prescribed procedures for appealing assessed valuation on properties.

These should all be done to the satisfaction of the teacher.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

PLUS
TAX

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the class.

2. The students should have been given a background on the importance of taxes in the operation of the government. The students should understand that property tax is an important local tax.

3. The students should have available for their use any texts, articles, government publications or other resources that deal with property tax.

4. A copy of the brief information sheet included in this activity should be available for each student participating, as well as a copy of the activity worksheet for each student.

In determining the grade level at which this activity is written, the word "property" is not counted. The meaning of this word should be taught by the teacher if it is not understood by the students.

Skills:

309-875
309-876

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Property Taxes	TOPIC: Personal Economics	Student Information Sheet	309-918 (809) D

Any person who owns real estate pays a property tax. The money collected from this tax is used for community services. Most property tax revenue goes for the support of public schools. The rest of the money goes for city and county roads, the sheriff's department, and local police. The costs of fire protection, water, sewage disposal, and such things as cemetery costs and mosquito control are also paid from property taxes.

Every few years an appraiser from the County Assessor's office will look through the houses and buildings in the county. The person has been trained to judge the value of real estate. The appraiser decides what each building or home would be worth on the market. From that figure the assessed valuation is fixed. The assessed valuation is twenty percent, or one-fifth, of the market value of the property. The property tax is then calculated by multiplying the assessed value by the mill levy.

After the valuation notice is sent by the County Assessor's office, the owner of the property looks over the notice. If the taxpayer feels that the property has been overvalued, he/she may take action to have it reappraised.

After an assessment of the real estate of the county has been made, the County Assessor establishes a review system. A form is made available that allows the property owner to write down the reasons why the assessment is too high. A preliminary interviewer decides if the reasons are likely to be valid. This interview is a screening device to sort out those who seem to have a legitimate complaint from those who are merely unhappy about a tax increase.

If the reasons seem valid, the property owner then sees a review board who decides if a reappraisal is justified. If it is, then an appraiser is sent out again to the property to check the terms in question. If an error has been made, a new valuation notice is sent out.

Secondary Social Studies TITLE: Property Taxes	TOPIC: Personal Economics	Student Activity Sheet	309-918 (809) D

To the student:

Complete the following activity. You may write on this page.

1. Circle the items for which property tax revenue is not used.

   a. mosquito control
   b. county roads
   c. municipal water
   d. interstate highway
   e. police
   g. education
   h. state parks
   i. national monuments
   j. sheriff's department
   k. water
   l. sewer
   m. fire protection

2. If the assessed value of your house is $20,000, it means that the market value is $____________.
   (multiply the assessed value by 5)

3. Imagine that you own a house. A valuation notice comes that triples the former assessed value on your home. You notice that the appraiser listed five fireplaces when you only have three. You believe also that the square footage of your house has been overestimated. You decide that you would like the house reappraised. Tell what steps you will take to appeal the assessment. Then list the procedure that follows if the review board approves a reappraisal.

4. When you complete this page, put it in the place designated by the teacher.

The students will explain how the mill levy applies to taxes. (809) (P)

Secondary Social Studies

TITLE: The Mill Levy

TOPIC: Personal Economics

TIME SEGMENT:

309-919 (809)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how the mill levy applies to taxes.

MATERIALS:

Student Activity Sheet
Student Information Sheet
Paper

EVALUATION:

The students will explain the mill levy and use it to determine taxes.

ADAPTATIONS:

This material may be used in a learning center format.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheet and the Student Information Sheet.
2. Give each student a copy of the Student Activity Sheet and the Student Information Sheet.
3. Provide the students with paper.
4. Have the students complete the activities listed on the Student Activity Sheet.

   Note: The activities in this unit involve multiplication of decimals. Make sure that your students can do this type of activity before you assign it.

5. Designate a place for the students to leave their work.

Skills:

309-853
309-875
309-876

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: The Mill Levy	TOPIC: Personal Economics	Student Information Sheet	309-919 (809) (P) D

All owners of homes, buildings, and land pay property tax. The tax each owner pays depends upon where the property is and how much the property is worth. The county assessor's office in each county figures out each property owner's tax. The assessor's office must follow several steps to arrive at the correct tax. These steps are explained below.

Step 1 - Appraising and Assessing Property

The first step in finding a person's property tax is the appraisal and assessment of their property. An assessor from the county assessor's office determines the exact worth of the home, building, or land a person owns. This exact worth is called the appraisal of the property. For example, the exact worth of a five bedroom home might be $100,000. $100,000 is the appraisal of the property. The assessor then determines what 20 percent of the appraisal is. That 20 percent figure is called the assessment of the property. The assessment of the $100,000 home would be 20 percent of $100,000 or $20,000. Diagram A, below, illustrates this proceedure. The assessment is the figure the county assessor uses to place a tax on.

Diagram A

Appraisal $100,000 x 20% = Assessment $20,000

Step 2 - Assigning a Mill Levy

There are many different governmental agencies within a county that can legally tax property. These agencies are called taxing entities. Some of the taxing entities in the Salt Lake County area are listed below:

- Salt Lake County
- cities (12)
- library boards (3)
- school districts (4)
- water districts
- sewer district
- mosquito abatement districts
- unincorporated county areas (special fee for fireman, police, lights, zoning, garbage, etc.)
- service centers (special community recreation facilities, Hansen Planetarium, etc.)

These taxing entities are allowed to tax the properties that are within their boundaries. The tax that these entities hand down is called a mill levy. A mill is 1/1,000 of a dollar. One mill levy of taxes would be 0.001 x the assessed value of a property. Each taxing entity has a maximum amount of mills that they can levy. The taxing entities can get their mill levies at any amount equal to or below the maximum amount. This means that taxing entities which perform the same service can levy different taxes. Look at Table 1 and Table 2 below:

Table 1

Salt Lake City School District in the Metropolitan Water District, Salt Lake City Mosquito Abatement District, and Central Utah Water Conservancy District (Code A,B, & X)

Uniform School Fund Levy	0.00
Salt Lake County	16.00
Salt Lake City School District	34.01
Salt Lake City	13.97
Salt Lake City Library	2.50
Salt Lake City Metropolitan Water District	0.00
Salt Lake City Mosquito Abatement District	0.23
Central Utah Water Conservancy District	2.00
Hansen Planetarium Fund	0.20
Total:	68.91

Table 2

West Jordan in the South Salt Lake County Mosquito Abatement District, Salt Lake County Water Conservancy District, Taylorsville-Bennion Improvement District, and Central Utah Water Conservancy District (Code D,E, O, & X)

Uniform School Fund Levy	0.00
Salt Lake County	16.00
Granite School District	40.50
West Jordan City	8.25
Salt Lake County Library	2.35
So. Salt Lake County Mosquito Abatement District	0.13
Salt Lake County Water Conservancy District	2.00
Taylorsville-Bennion Improvement District	2.59
Central Utah Water Conservancy District	2.00
Hansen Planetarium Fund	0.20
Total:	74.02

Table 1 shows the total amount of mills levied against property in a Salt Lake City neighborhood. Table 2 shows the total amoung of mills levied against property in parts of West Jordan. School districts in Utah may legally tax up to 41 mills. Table 1 indicates that Salt Lake City District only levies 34.01 mills. Table 2 shows that Granite, another school district, levies 40.50 mills. This means that a home assessed at $20,000 in Salt Lake would pay less school taxes than in West Jordan. The tax that a property owner pays, then, depends on:

1. the assessment of his property.
2. the location of the property.
3. how many mills the taxing entities in that area decide to levy.

Step 4 - Compiling and Sending a Tax Notice

The county assessor's office collects all of the mill levy decisions from the taxing entities. They use this information, the address of the property and the assessment, to figure out each individual's property tax. The assessors make out tax notices and send them to all of the county's property owners. Example 1 below is a sample tax notice. The tax notice lists all of the taxing entities and the mill levies they have assessed. A total tax is included on the notice. The property owner pays the total tax to the county assessor's office. The county assessor is then responsible for distributing the tax money to the appropriate tax entities.

Secondary Social Studies TITLE: The Mill Levy	TOPIC: Personal Economics	Student Information Sheet	309-919 (809) (P) D

Example 1

1980 TAX NOTICE	Property Serial Number Tax District 35E Parcel No. 0353

Distribution of General Taxes

Taxing District	Mill Levy	Amount
Salt Lake County	16.00	7.84
Jordan School District	41.27	20.22
Sandy City	9.85	4.83
Salt Lake County Library	2.35	1.15
S L Co Water Cons Dist	2.00	.98
S L Co Cttnwd San Dist	4.29	2.10
Central UT Water Con Dist	2.00	.98
Hansen Planetarium Fund	0.20	0.10
TOTAL	77.96	38.20

General Taxes	Real Estate Buildings	
	Total Assessed Value	490.00
	Mill Levy	77.96
	Total General Taxes	38.20

TOTAL 1980 TAX DUE 38.20

Secondary Social Studies TITLE: The Mill Levy	TOPIC: Personal Economics	Student Activity Sheet	309-919 (809) D

To the student:

Put your name on a piece of paper. Read the Student Information Sheet. Complete the following activities.

1. Look at the words below. Write a sentence explaining each word.

   a. appraisal
   b. assessment
   c. mill levy
   d. taxing entity
   e. tax notice

2. What is the assessment on a $50,000.00 home? Write the answer on your paper.

3. The formula for figuring out the tax on a property is the total mill levy times the assessment. For example, if the total mill levy was 62.00 and the assessment was $20,000.00, the formula would be .062 x $20,000.00 = __________.

   Figure out the taxes in the problems below.

   a. Assessment $10,000.00 Mill Levy 64
   b. Assessment $ 5,000.00 Mill Levy 64
   c. Assessment $10,000.00 Mill Levy 78
   d. Assessment $ 5,000.00 Mill Levy 78

4. Do all property owners in a county with the same assessment, pay the same tax? Write a paragraph explaining your answer.

5. Put your work in the place set aside by your teacher.

The students will describe how motor vehicle taxes operate and identify procedures for obtaining a motor vehicle license. (809) (P)

Secondary Social Studies

TITLE: Motor Vehicle Taxes and License

TOPIC: Personal Economics

TIME SEGMENT: One class period

309-920 (809)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe how motor vehicle taxes operate and identify procedures for obtaining a motor vehicle license.

MATERIALS:

None required

EVALUATION:

Students will outline on a piece of paper the steps one would take to obtain a motor vehicle license.

ADAPTATIONS:

A student could be assigned to go to the county court house to interview the county assessor and bring the information back to the class.

PROCEDURE:

To the teacher:

SPEED
55
LIMIT

1. Invite your local county assessor to come to class and discuss how motor vehicle taxes are determined and the procedures a person goes through for obtaining a motor vehicle license.

2. If this resource person is not available, the teacher may choose to present the information to the students.

3. Following the presentation have students outline briefly on paper the procedures for obtaining a motor vehicle license.

Skills:

309-825
309-852
309-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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